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ABSTRACT

This curriculum planning project of the Columbia University Urban Center attempts to provide Columbia University with a complete profile on current and planned curricula dealing with urban and minority affairs; to recommend directions for the University's future development; to order these recommendations according to priority; and, to outline structural arrangements and strategies to facilitate their implementation. A number of surveys were conducted to collect opinion from various sectors of the academic community and other universities. The report includes discussion of faculty and administration views, student views, black and Puerto Rican community opinions, and national college curriculum in this area. The individual authors make their own extensive recommendations on urban and ethnic studies. (Author/JW)

THE URBAN CENTER, COLUMBIA UNIVERSITY

The Urban Center was established at Columbia University in 1968 to assist the university community in committing a greater share of its intellectual resources and energies to the whole spectrum of urban and minority problems. Its existence was made possible by a $10 million grant to Columbia from The Ford Foundation.

In announcing the grant in October, 1966, Ford Foundation President McGeorge Bundy urged that Columbia University "play a useful role in helping to open a wider future to New York, and to all cities, to Harlem and to all who have disadvantages in our urban life . . . by study, by teaching and by action." When the grant was appropriated, Grayson Kirk, then President of Columbia, appointed a committee to recommend the best way to utilize the grant. The committee recommended the establishment of a Center for Urban and Minority Affairs, whose director would report directly to the president and would supply leadership and coordination to an expanding university-wide commitment to urban and minority affairs. Franklin H. Williams, former Ambassador to Ghana, assumed the directorship of the Center in June, 1968. Shortly thereafter, the present name, "The Urban Center," was decided upon.

Urban Center Activities

The Center was organized with an extremely broad sphere of interest, and its activities have been equally diverse. They have embraced such seemingly unrelated functions as university hiring and purchasing practices, minority recruitment, community action programs, research, and the expansion of Columbia's course offerings in urban and minority studies. In pursuing these interests, those at the Center soon came to realize that Columbia University was many things to many people. It was truly a multiversity with many separate, quite autonomous centers of authority and initiative, often with divergent viewpoints or redundant goals.

The Center has not sought to establish its own teaching or research staff or to run its own community programs. Instead of building its own staff, the Center has supported new positions in several of the nineteen schools and colleges at Columbia. Those who fill these seats have responsibility for the development, management, and external funding of a wide variety of urban and minority programs. These positions provide the focal point for the development of university-community projects involving faculty and students, and they foster a vital liaison among the community, The Urban Center, and the university.

The Center's activities have fallen into four broad categories: community programs, curriculum development, minority recruitment and funding of both students and faculty, and support of urban- or minority group-related research. Although a list of specific projects would be too extensive to include here, it should be noted that all four categories were addressed in the recommendations of the report of The Urban Center Curriculum Project, which forms the basis for this volume.

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Human Uses of the University

PLANNING A CURRICULUM IN URBAN AND ETHNIC AFFAIRS AT COLUMBIA UNIVERSITY

Edited by
Joseph G. Colmen
Barbara A. Wheeler

In collaboration with
Wilfred Cartey

A Publication of The Urban Center,
Columbia University

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PREFACE

The Urban Center Curriculum Project was commissioned by The Urban Center in October, 1968, to recommend ways in which Columbia University could assume national leadership in the emergent fields of urban and ethnic studies. The project represents one of many efforts supported by the Center to guide and strengthen the university's response, as both an academic and community institution, to the problems of city and race.

The project staff was asked to direct attention to the following questions: What is Columbia University's present position with respect to course offerings, research, and community service or action in urban and ethnic affairs? What objectives should Columbia establish in order to become a national resource of excellence in these fields? What steps are indicated to help it reach these goals?

The project mandate, therefore, was fourfold: to provide Columbia with a complete profile on current and planned curricula dealing with urban and minority affairs (essentially a stock-taking operation), to recommend directions for Columbia's future development, to order these recommendations according to priority, and to outline structural arrangements and strategies to facilitate their implementation.

The project design was dictated by the need to predicate any recommendations to Columbia upon the opinions and ideas of all constituencies that affect or are affected by curricular innovations related to urban and ethnic studies. Consequently, the resulting recommendations were presented to Columbia fourteen months later. They were based upon the views and suggestions of Columbia students, faculty members, and administrative officers, as well as those of community people, prospective employers, city officials, and the business community. This information was collected by interviews and questionnaires.

In addition, the need to place the recommendations into a realistic historical and national framework led to an investigation of the historical evolution of curricular and organizational development at Columbia and to national surveys (solicited by written questionnaires and letters) of curricular innovations in urban and ethnic studies at other American universities and colleges.

Each chapter of this book is devoted to an explication of the results of these individual surveys.

Chapter 1, "Introduction: Problems and Prospects," by Joseph G. Colmen, considers today's societal and university environment and the nature

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and probable impact of new trends and directions resulting from current reappraisals of American higher education.

Chapter 2, "Faculty and Administrative Views," is devoted to a delineation of opinions of Columbia faculty members and administrative officers on matters pertaining to urban and ethnic affairs. Initial discussions with a number of deans and department chairmen indicated that the most effective way of obtaining an accurate and representative measure of faculty views, in depth and detail, was through distribution of a questionnaire. The questionnaire, designed and pretested with the assistance of Allen H. Barton of the Columbia University Bureau of Applied Social Research, was distributed early in November, 1968, to 3,549 faculty members at Columbia. Margit Johannson, a research associate at the Bureau, tabulated and summarized the 919 faculty responses for this chapter.

Chapter 3, "Student Views," by Camilla Auger of the Bureau of Applied Social Research, is devoted to an exposition of Columbia University students' opinions and ideas concerning curricula for urban and ethnic studies. The size of the Columbia student body—a total of more than 21,000—their sensitivities to administration-initiated projects, particularly after the 1968 Columbia crisis, rendered the solicitation of student opinion a difficult task. After initial meetings with numerous students groups, it was decided that the best way to obtain a broad spectrum of the ethnic, political, social, and educational variations among Columbia students would be through open-ended discussion sessions with student organizations. Meetings were held with thirty student groups, including the four black student groups then existing: Black Representation Organization (BRO), Black American Law Student Association (BALSA), Students' Afro-American Society (SAS), and Barnard Organization of Soul Sisters (BOSS). Opportunities were also made available for individual students to apprise the staff of their opinions. The discussion sessions were coordinated by Auger, whose staff of discussion leaders included graduate students from several Columbia schools.

The difficulties encountered in the attempt to obtain a meaningful sample of Columbia student views were considerably compounded in efforts to assay the attitudes, opinions, and ideas of the "community." Raymond H. Giles, Jr., of Community Educational Associates, Inc. (CEA), a Harlem-based educational organization, and Jose A. Toro, Assistant Director of the College Entrance Examination Board, were commissioned to conduct surveys of the black and Puerto Rican communities. Individual members of sixty Harlem community organizations were interviewed by members of Giles's staff. Toro, assisted by Columbia graduate students who were themselves Puerto Rican, interviewed seventy members of the predominantly Puerto Rican neighborhoods of New York City. The majority of respondents in both surveys were actively involved in the community either at the grass-roots or professional level. Chapters 4 and 5, "The View from Harlem" and "Views from the Puerto Rican Community," contain substantive suggestions for curricular innovations for both urban studies and ethnic studies.

Chapter 6, "Views of Prospective Employers," by Joseph G. Colmen, attests to the need to base recommendations for curricular change in urban and ethnic studies upon an awareness of what is going on in the market place. A survey was conducted of a limited number of organizations that would either directly employ graduates of urban or ethnic studies programs or might be assumed to have ideas about the preparation of students for such employment. The resultant chapter is based upon information gleaned from letters to fourteen such organizations and personal interviews with other city, state, and national officials of governmental, professional, and business agencies. Although the sample is small, significant agreement in certain areas warrants the inclusion of a chapter addressed to the views of this constituency.

The decision to address priority attention to the subject of Afro-American or Black Studies, a topic already high on the agenda of a number of institutions of higher education, led to a comprehensive survey of black and other minority group-related curricula at 184 universities throughout the country. Directed by Wilfred Cartey, the project staff constructed and dispatched the questionnaire and letters of inquiry that provided the basis for Chapter 7. The survey covered courses, special programs, and policies related to societally designated minority groups: Blacks, Puerto Ricans, Mexican Americans, and American Indians. The institutions surveyed were chosen for their ecological similarity to Columbia University, i.e., predominantly white, four-year colleges and universities located in or near urban communities. Chapter 7, "A Nationwide Survey of Minority-Related Curricular Change," by Wilfred Cartey and Barbara A. Wheeler, represents an attempt to base recommendations to Columbia on a comprehensive reading of what was going on around the country.

Chapter 8, "Trends in Urban Studies," by Philip V. White, likewise represents an attempt to obtain a national profile—both substantive and structural—of present involvement and future directions in urban studies. The material for this chapter is based upon data gleaned from a survey of forty-eight colleges and universities known to have urban or urban-related studies programs. The survey was confined to schools that offer a teaching program, and the chapter is based on the experiences of the thirty institutions about which concrete data was made available.

Chapter 9, "Trends in Experiential Learning Programs," by Wilfred Cartey, came into being as an inevitable by-product of Chapters 7 and 8. Because such a substantial portion of the proposals for both urban and ethnic studies programs is devoted to community service and to an increasing emphasis on field work as a valid component of the educational process, the inclusion of a chapter devoted to a national assessment of these features seemed essential.

Working with the data and ideas of the preceding chapters, the project staff began to formulate conclusions and substantive recommendations regarding the inclusion of urban and ethnic studies in the Columbia University curriculum. As the recommendations began to take shape, questions concerning the atmosphere of their acceptance and the existing organizational capability for their implementation pointed up the need to examine the history of Columbia's response to institutional and curricular change. Consequently, Chapter 10, "The Evolving Structure and Curricula of Columbia University," by Barbara A. Wheeler, represents an attempt to place the recommendations to Columbia into a realistic historical framework by emphasizing their logical evolutionary nature.

Chapter 11, "Recommendations and Conclusions," was prepared by the editors and represents not only the conclusions of this nationwide study but also concrete and substantive recommendations to one of the world's leading institutions of higher education regarding one way to achieve and maintain curricular excellence in the emergent fields of urban and ethnic studies. Although the recommendations are presented in terms specific to Columbia University, they apply broadly to all institutions of higher learning located in or near inner-city areas and affected by the problems generated by racial conflict and increasing urbanization.

ACKNOWLEDGMENTS

The Urban Center Curriculum Project involved literally thousands of individuals from many constituencies that affect or are affected by university policies. The editors wish to thank all of these people for their time and contributions. They also wish to acknowledge the valuable research, secretarial, and clerical contribution of the following members of the project staff:

RESEARCH ASSISTANTS	SECRETARIAL AND CLERICAL STAFF
Anne Morrison	Ruth Cooper
Ruth Webb	Jean Marsh
Judith Wicks	Juliet Brooks
Judith Ball	Janice Campbell
Robert Jackson	LeMorr Carroll
Ed Rivera	Evelyn Jackson
Don Williams	Grace Nettingham
	Marsha Ontell
	Donna Somer

The group of special consultants whose studies provided vital data for the project are shown as authors of the various chapters describing their contributions. Certain members of the project staff merit special mention, however. The research skills of Judith Wicks and Anne Morrison, who helped in preparing Chapters 7 and 9, were greatly appreciated. Ruth Webb and Judith Ball provided valuable research contributions for Chapter 10.

The staff of The Urban Center itself served as a sounding board and a sympathetic critic as the project proceeded. The editors wish to thank the Center staff, in particular former Director Franklin H. Williams; Lloyd A. Johnson, its present Director; Roger S. Kuhn; and Richard Thornell for their confidence, encouragement, and support. In addition, the guidance and patience of our editor, Jacquelyn Reimann of Praeger Publishers, deserve special note.

Acknowledgment of all the contributors in no way negates the editors' responsibility for the project design, the studies commissioned, the methods employed, and the conclusions reached. Their perspective throughout was predicated upon the assumptions that urban and ethnic studies represent valid areas of academic inquiry, that the potential exists at Columbia University for the development of a community of scholars interested in the systematic exploration and transmission of knowledge related to these fields, and that Columbia University can indeed meet the challenge inherent in its role as a responsible member of an increasingly urban world.

Joseph G. Colmen, Director
Barbara A. Wheeler, Assistant Director
Wilfred Cartey, Senior Consultant

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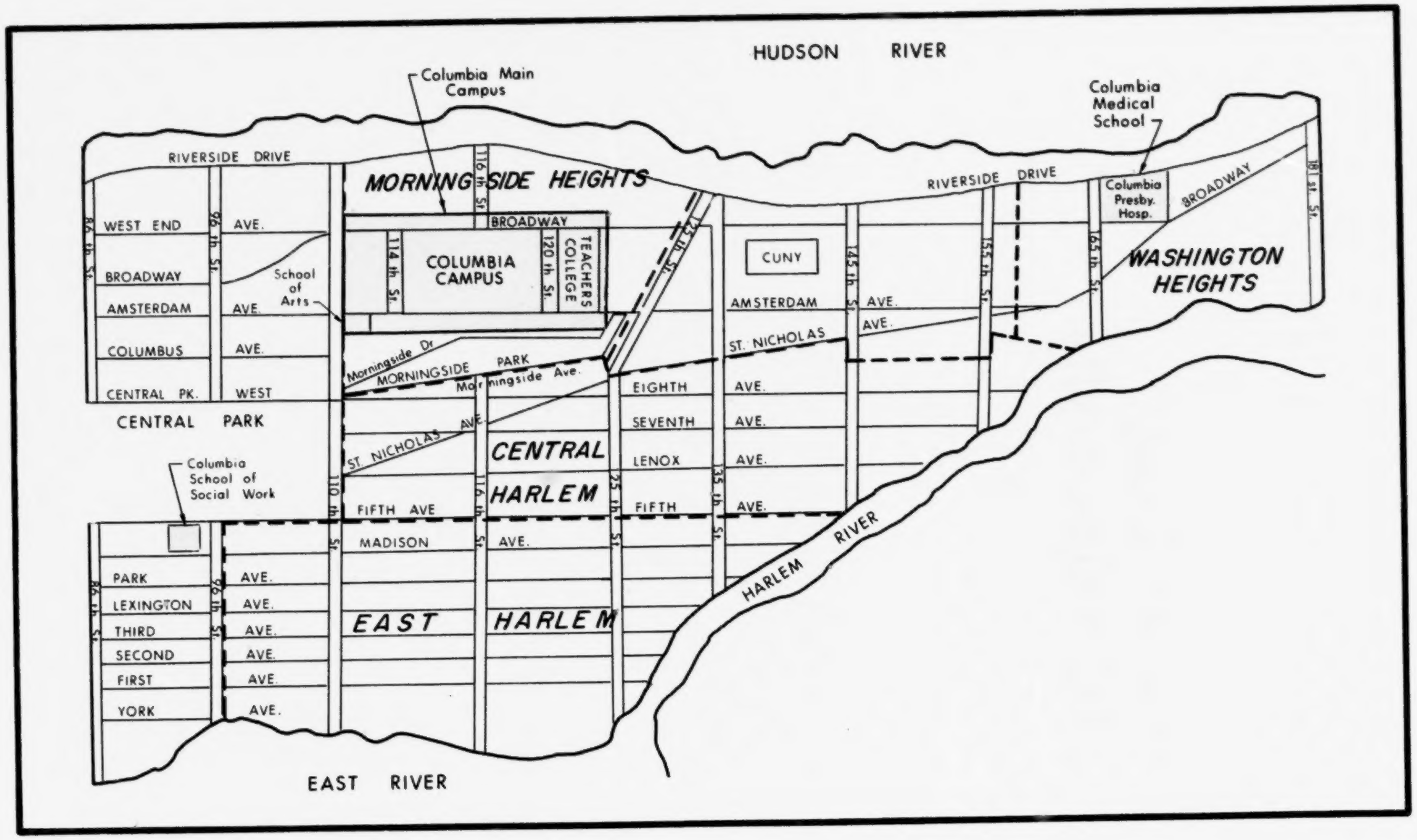
Columbia University in Relation to Neighboring Communities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WASHINGTON HEIGHTS
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COLUMBIA CAMPUS
TEACHERS COLLEGE
School of Arts
Columbia School of Social Work
Columbia Medical School
Columbia Presby. Hosp.
CUNY
RIVERSIDE DRIVE
WEST END AVE.
BROADWAY
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COLUMBUS AVE.
CENTRAL PK. WEST
Morningside Dr
MORNINGSIDE PARK
Morningside Ave.
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EIGHTH AVE.
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FIFTH AVE.
MADISON AVE.
PARK AVE.
LEXINGTON AVE.
THIRD AVE.
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CHAPTER 1 INTRODUCTION: PROBLEMS AND PROSPECTS

Joseph G. Colmen

THE UNIVERSITY'S HERITAGE

Even a cursory perusal of the chapter devoted to an examination of the history of Columbia University (Chapter 10) will acquaint the reader with a sense of the university's responsiveness to changing concepts, needs, and priorities at different points in time. This book is an attempt to assist the university as it now considers the nature of its curricular and organizational response to the national crises of urban deterioration and racial conflict.

A potent factor affecting the university's appraisal of its role in these fields is that it is being undertaken at a time when the very forms and functions of higher education are undergoing fundamental challenge from without and serious reassessment from within. At this point it is difficult to predict where this process will take American colleges and universities. Only one thing seems clear: the changes that result are certain to be basic in nature and national in scope. The probings and pressures for change have now penetrated far beyond the level of a simple reaction to student unrest; they extend deep into the professional core of education itself.

Many of the pressures on the university, whether brought to bear by student militancy or generated by educators themselves, are clearly a reflection of the crises within the greater American society. But this fact should be neither surprising nor ominous. As Logan Wilson, President of the American Council on Education, notes: "Colleges and universities are much more affected by outside social forces then they once were. . . . Their curricula are heavily influenced by changing social and vocational requirements."[1] Issues such as black power, student power, community control, opposition to a geometrically escalating war, repression, and dehumanization are pressing heavily upon institutions of higher learning, demanding of them a major reassessment of basic attitudes, some of which have formed the framework for social and educational policies for decades.

Urban and ethnic studies respond directly to three massive issues that head the list of national priorities: reversing the devastating effects of social and economic inequality for Black Americans and other ethnic groups,

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eradicating the persistent pockets of poverty—black and white—among the urban and rural population, and overcoming the increasingly appalling deterioration of the nation's cities.

The billions of dollars expended by all levels of government appear to indicate a national conviction that something must be done about these problems, but the application of bandaid-like solutions has not proven effective. The problems are complex; the solutions offered are frequently simplistic. The needs demand broad, general skills and multidisciplinary talents; the approach, all too often, has been narrow and parochial. Although most people realize that something must be done, and done now, to end the cycle of poverty, degradation, and blight that traps so many citizens, they have as yet been unable to work out satisfactory long-run solutions that find their way into well-articulated, impactful policies and programs.

The authors of these chapters believe that Columbia University does have a social and institutional responsibility to address its talents and expertise to the understanding and resolution of these problems. They do not believe that American universities have ever been enclaves of "neutrality." Indeed, these institutions have always served a variety of social goals and various segments of American society. They contend that the most urgent and fundamental responsibility of all educational institutions is to serve not some narrowly defined and peripheral "educational" need, but the more central goals and purposes of the society as defined by all segments of the society. Thus, they join in the demand for a change in the social goals and segments served. Columbia University is a national resource; the urban and racial problems around which this book is developed are, likewise, national in scope. Failure to meet and solve them can result in a disaster that will be equally national in scope.

A PERSPECTIVE ON CHANGE AND PROBLEM-SOLVING

The acceptance by colleges and universities of the responsibility for training professionals and conducting research that leads to policies to alleviate abrasive conditions is in no sense a burden; it is a challenge to the most creative wellsprings of American higher education. From this broader perspective, proposed changes in curriculum cannot be viewed as an isolated segment of the university's total offerings. They must be considered within the larger context of the university's response to other fundamental questions that are now being posed—questions concerning the relationship of the university to the "state of the nation," student participation in curriculum construction, changing concepts of the student-faculty relationship, "scholarly objectivity," and the character of the "learning process" itself.

This period of change and challenge in American education provides the university with a framework for necessary self-renewal. Yet, self-renewal is an extraordinarily difficult task, because the purposes and goals of the university are a delicate balance between the needs and interests of many constituencies, including faculty, administration, students, alumni, government, employers, the neighboring community, and the larger society itself. This balance inevitably shifts as pressures and counterpressures are applied.

Martin Duberman of Princeton University has succinctly expressed an essential aspect of this process of self-renewal:

> The university has one unique quality that gives it the potential for responding to fundamental change: the tradition of scholarly inquiry that takes as its most serious obligation the injunction to examine accepted truths critically . . . . Whether the potential is realized depends on whether those in the university hold a greater allegiance to their institution or to their ideals.[2]

One does not even have to attack the premise that the university's major resources lie in the areas of teaching and research when urging the adoption of urban and ethnic studies programs. If even these specialized energies were directed at the definition and solution of some of the major problems of our times, a maximum contribution would have been made. Moreover, although universities have never been noted for their ability to implement solutions to complex sociopolitical problems, this in no sense diminishes their responsibility to the "service" aspects of new curricula in urban and ethnic studies. Indeed, with judicious, innovative, and flexible educational planning, service activities can be designed to fulfill both the urgent needs of the university's neighboring communities and the requirements of a quality educational program for its students.

A NEW CONTEXT FOR THE UNIVERSITY

The movement of the classroom from the campus to the community, as a supplement to more traditional study programs, will require a redefinition of both university and community roles, i.e., the effective integration of the community into the process of planning, execution, and evaluation—areas that have previously been viewed as the university's exclusive domain.

In addition to the possibilities for designing new teaching techniques, heavy research potential is associated with new curricula in urban and minority affairs. Some research may be characterized as basic, but a vital portion will have to be "applied" or action-oriented, in much the same way that useful research designed for the fields of medicine, law, social work, and education itself is applied or action-based. This kind of research offers as many publication possibilities as does basic research, along with the more important possibility of making a concrete contribution to the reconstruction of American society.

Although urban and ethnic studies are both young and emerging fields, this is not a basis for objection to their integration into the teaching and research orientation of the university; rather, it is a challenge. Many of the academic disciplines that make up the core of urban and ethnic studies are mature in development and rich in methodology. Working in an interdisciplinary way, these new fields can move, in a self-integrating and increasingly sophisticated manner, toward a higher level of conceptual and methodological maturity.

Does the initiation of urban or ethnic studies represent a sound institutional innovation, or is it a hasty and ill-considered response to current fashion and temporary pressures? Just how permanent is the nation's or the university's concern with urban and minority problems likely to be? Will their popularity fade, to be replaced by some other transitory issue?

The answer to these questions is far from simple; it encompasses judgments ranging from the role and function of the university to the development of the nation in the coming decades. No one can predict the future, of course, but, given that urban population growth has been phenomenal—four-fifths of the nation will be living in or around cities within a decade—and that the influence of cities is the major determinant in the political, cultural, economic, and social life of the nation, it seems reasonable to suppose that an academic investment in urban affairs will be a sound one for some time to come. And, given the racial composition of the United States and of New York City in particular, there can be little doubt that American colleges and universities should undertake the exploration and transmission of the special cultural contributions, history, traditions, and problems of Black Americans, Puerto Ricans, and other minorities.

Without major intervention, urban and racial problems will continue to contribute to a deterioration in the fabric of society. The special talents, knowledge, and traditions that reside within the university can provide, to a significant degree, the raw material for an understanding of, and workable remedies for, these critical problems.

SCOPE OF THE RESEARCH PROJECT

The Urban Center Curriculum Project was designed to identify, explore, and assess as many of the major factors required to make knowledgeable judgments about curricular innovations, particularly those pertinent to urban and ethnic studies. The composite collection of the experiences, attitudes, and proposals of the university's various and varied constituencies were the data from which the project's recommendations were derived. As the project progressed, a set of six checkpoints, or operational criteria, for the program began to emerge:

(1) *Interdisciplinary and interprofessional programs* are vital for the success of a new curriculum in urban and ethnic studies. The complexity and crossdisciplinary character of much of the material that will be the focus of courses and field work requires a truly multidimensional approach. There is, therefore, a serious need for structuring and facilitating new linkages among the various schools of the university in order to integrate the curriculum into an effective whole.

(2) *Experiential learning* should be an integral part of the curriculum. Through observation of, exposure to, and efforts to deal with the dynamics of process and policy *in situ*, students will obtain a meaningful sense of urban and ethnic studies in a manner that can be achieved in no other way. In order to ensure that it is a genuinely productive educational experience, this aspect of the curriculum must, without sacrificing the flexibility or individualized character of the program, involve rigorous intellectual preparation by the student and educationally planned supervision and review by the faculty.

(3) *A student-centered orientation* is basic to the curriculum. It can be achieved through:

(a) *Participation* by students in all curriculum decisions.

(b) *Individualization and multiple options.* Programs should be structured so that, ideally, they meet the special needs, interests, and goals of each student. Although it is a premise of the project's recommendations that every student will wish to gain some appreciation of the development and nature of urban society and of its ethnic components, the depth and scope of this interest will vary. Some will wish only a few courses, whereas others will want an intensive, action-oriented preparation. Still others will want to conduct research or to teach, and students preparing for the professions will have a special interest in one or another aspect of urban and ethnic studies bearing on their broader professional training. In general, no student should be locked into an early commitment, but should be free to revise his choices with minimal loss of time, course credits, and money.

(c) *Relevance.* In one sense, the work of the Urban Center Curriculum Project has been an exploration of relevance in content and structure. That exploration has been conducted in the spirit of Charles Frankel's observations about that much-abused term: "It can simply express the student's desire to know what his studies mean. . . . To demand 'relevance' in this sense is to demand more, not less, intellectually in education."[3] Experiential learning, through its concern with reality and its service orientation, will add an important dimension of relevance to the total curriculum. And, by their very nature, courses will, in Frankel's words, "connect with students' wants and feelings . . . connect the campus with what lies beyond the campus."[4]

(d) *Humanistic orientation.* In a speech following an episode of militant student protest on his campus, James Perkins, then President of Cornell University, cited three basic directions in which colleges and universities must now go. Of these, the first was the matter of "humane" studies. He asked: "What are the chances of success that this great University and the great people in it will be able to deal with the triple problems of humanizing our studies, humanizing our priorities and humanizing our government?" The development of new curricula in urban and ethnic studies offers a means of "humanizing" the educational experience in a most concrete and striking sense. Urban and ethnic studies are not only vehicles for intellectual and conceptual focus; they can involve and engage the student in the broadest spectrum of intellectual, moral, and emotional concerns. The urgent problems of program and policy now facing the nation in the realm of urban and ethnic affairs are inextricably associated with a broad range of humanistic values and with the most fundamental aspects of national conscience and ideals.

(e) *Flexible academic procedures and requirements.* Since the program will be developed from a series of premises unlike those of traditional course offerings, it is essential that maximum flexibility be permitted with respect to all academic procedures and requirements. Such typical regulations as those concerned with credit-load structure, numbers of courses per semester, grading, and length of classes or study periods should be open to experimentation and change in order to achieve the over-all goals of the program.

(4) *Balance between teaching, research, and service.* Because their principal competencies lie in teaching and research, colleges and universities have paid considerably less attention to service. Given the importance of service as a means of both discharging a moral responsibility to the neighboring community and providing educational experiences for students and faculty, it is necessary to develop a balance between the three functions. It is not possible, of course, to specify percentages of resources or time that should be allocated to the three; it will require constant evaluation to see that each is given its fullest measure of attention.

(a) *Service.* Programs in urban and ethnic studies will, when conceived and executed with the community, incorporate a significant element of service to individuals, families, and institutions in the community itself. Because urban and ethnic studies bring colleges and universities into close contact with the community at a variety of levels, the community must be in partnership with the university on relevant aspects of curriculum development on a lasting, participatory, and substantive basis. Organizational mechanisms for effecting optimal interaction in planning, implementation, and evaluation of community action, service, and research must be developed with community participation. Ways must be developed through which the community can determine and express its needs and wishes with respect to the university, the university can do the same, and agreements can be reached between them.

(b) *Teaching.* In programs dealing with urban and ethnic studies the concept of a "community of scholars" is essential, where teachers and students pursue knowledge together. One recommendation, that for a Collegium of the City, provides a basis for a genuine faculty-student learning environment of this kind. In addition, there is need for faculty members who, together with students, can serve in other operational programs; for example, conducting seminars and teaching in the community.

(c) *Research.* Programs in urban and ethnic studies do offer opportunities for a wide range of research. The publication of the by-products of this research will serve to stimulate and focus university activities while adding to the international corpus of knowledge in these fields.

(d) *Rewards.* The rather specialized combination of elements proposed for the program will require a new perspective concerning "reward" to faculty. Recognition of excellence in teaching and in community-university activity will have to be equated with that accorded excellence in research.

(5) *Intellectual Rigor.* There is nothing mutually contradictory between a program that is relevant, interdisciplinary, student-centered, and community-involved and the maintenance of high standards of performance and intellectual excellence. An effective faculty, excellent informational and study resources, carefully structured and supervised field work, plus sound educational methodology will all contribute to meeting the most stringent tests of intellectual content and quality.

(6) *Research and evaluation* must be a continuing feature of all aspects of programs in urban and ethnic studies. In view of the newness of these programs across the country, a lively spirit of internal questioning, equivalent to questioning in subject matter, will be required. In evolving a program of excellence and efficiency, faculty, students, and administration should be characterized by a spirit of experimentation, a willingness to engage in self-evaluation, and an openness to change.

FOCUS OF THE PROJECT'S FINDINGS

The evolution of Columbia University's response to today's massive social issues—particularly those concerning the city, race, and poverty—is reflected in the inventories of courses, research, and service projects that were undertaken as part of this project and are summarized in Chapter 10. (See pp. 177-83, below.) The inventory of courses discloses, for example, that there are 610 courses offered by the university and its affiliates that relate to urban and/or minority affairs. Of these, 145 contain material pertinent to the culture and concerns of black and/or Spanish-speaking minority groups and 236 deal primarily with urban problems. The remaining 229 courses are relevant to both urban and ethnic studies. Inventories of present research and community service activities are equally impressive. The community service inventory contains 311 entries and the research inventory 192. They reveal that there now exists a significant level of faculty interest and activity in urban and minority topics.

During the past two years several schools at Columbia—Barnard College, Teachers College, and the School of General Studies (see pp. 173, 173-74, and 170-71, respectively, below)—have moved in new directions that may strengthen even further the position of the university in these fields. The point, of course, is that the university has already identified urban and minority studies as requiring a comprehensive institutional response and that it has, in fact, made numerous and positive responses. The recommendations resulting from the work of the project group, then, are not in principle inconsistent with the "natural" evolution of the university as a whole.

What seems evident, over-all, is the compelling need for mechanisms and structures that serve to link together what are now fragmented course units, community service efforts, and research activities. These linkages will be responsive to the essentially interdisciplinary character of urban and ethnic studies. They will also provide a framework within which faculty and students are best able to develop academic programs that satisfy their mutual interests and needs. The recommendations are, therefore, designed to carry the university from a—perhaps surprisingly—advanced status in these fields to a potential position of national pre-eminence.

One underlying assumption of this book is that Columbia, as an educational institution of international distinction, can, indeed must, achieve recognition for programs of equality in the fields of urban and ethnic studies; more, that, by doing so with unshackled imagination and bold initiative, the university can perhaps become a model upon which other institutions across the land pattern their efforts.

In many, indeed most, ways, the recommendations presented in Chapter 11 of this book are neither radical nor revolutionary. But mere tinkering with the existing curriculum is also not enough. For substantial change to occur, two ingredients will be vital: a sense of total university commitment and a determination to break through rigid barriers and deeply rooted traditions, if necessary, to ensure the success of the new curriculum.

Implementing the program may mean violating all sorts of firmly entrenched traditions concerning departmental autonomy and structure. It may mean challenging long-held convictions about the nature of faculty qualifications or strong prejudices concerning student and community participation in curriculum development and control. It may require dramatic policy changes in administrative procedures and basic course requirements. And it will almost certainly offend those who fear the implications or the danger of an active involvement with the ghetto communities of New York City.

Curriculum innovation as it is related to urban and ethnic studies cannot be viewed, at this time in the nation's history, in the traditional, business-as-usual framework in which such decisions have historically been made. Time as a commodity is not available in relaxed abundance. To quote Columbia's President Andrew Cordier: "The stakes are much too high . . . for the university of today and of the future to live in cloistered seclusion. It must, through the liveliness of its conscience and responsibility, help to heal the wounds of the social order and provide the prospect of a brighter future."[5]

NOTES

1. Logan Wilson, *Campus 1980: The Shape of the Future in American Higher Education*, ed. Alvin C. Eurich (New York: Delacorte Press, 1968), p. 27.

2. Quoted in Wallace Roberts, "The Academic Revolution: Patterns of Reform," *Saturday Review* (October 18, 1969), p. 97.

3. Charles Frankel, *Education and the Barricades* (New York: W. W. Norton and Co., 1968), pp. 87-88.

4. *Ibid.*, p. 81.

5. Andrew Cordier, "The University and the Future," commencement address given at Columbia University, June 3, 1969.

PART I

RESULTS OF SURVEYS OF THE FACULTY, STUDENTS, AND THE COMMUNITY, AND THEIR VIEWS ON AN URBAN AND ETHNIC CURRICULUM

CHAPTER 2 FACULTY AND ADMINISTRATION VIEWS

Margit Johansson

INTRODUCTION

Curriculum specialists, in their efforts to examine and describe the curricular change process, have identified various focal points for change. For example, Gordon Mackenzie isolates six such focal points and refers to them as "the determiners of curriculum." These determiners are (1) teachers, (2) students, (3) subject matter, (4) methods, (5) materials and facilities, and (6) time. According to Mackenzie "these six components are so consistently present in [the change process], that it is reasonable to conclude that to change the curriculum is to change one or more of these six components."[1] Mackenzie also speaks of the cultural context in which change takes place and about the "participants in change–those individuals or groups who influence or control the determiners of curriculum."[2]

The design for the Urban Center Curriculum Project was predicated upon a recognition of the pertinence of Mackenzie's observations to the mandate for recommending curricular change at Columbia, for making recommendations about the introduction of urban studies and ethnic studies into the Columbia curriculum.

In effect, the task itself dictated the project design, which therefore included surveys of the "determiners," the cultural context, and the "participants" in the change process.

This chapter addresses itself to an exposition of the views and opinions of "determiners number one"–the teachers. And recognition that most curricular changes directly involve or influence teachers in either an active or a passive manner rendered the opinions and views of Columbia faculty an imperative component of the recommendations for change.

Subsequent chapters will focus upon the opinions of Columbia students and neighbors, as well as the recommendations of prospective employers of Columbia graduates. The experiences and trends at other universities and a pertinent history of curriculum development at Columbia complete the project design and lay the basis for the conclusions and recommendations of the last chapter.

The faculty survey reports the opinions and ideas of the Columbia University faculty and the senior research and administrative staff, each of whom received a questionnaire on a variety of aspects of urban and ethnic studies. The findings suggest substantial support among respondents for undergraduate and graduate academic programs in these fields; field work and other experiential learning approaches, often with course credit; and broadened possibilities for interdisciplinary and interprofessional courses of study between the schools and colleges of Columbia.

There is support, as well, for increasing the numbers of minority students and for furnishing a variety of needed assistance to these students after they are admitted. The faculty's opinions on what Columbia's position should be vis-à-vis its neighborhood suggest an open and helping policy, short of administering projects that could as well be run by the government or other agencies and, to a somewhat lesser extent, avoiding involvement in community political issues that might compromise the university's perceived primary function. Considerable feeling is expressed that, in the coming years, Columbia should, indeed must, establish and develop a new emphasis in urban and ethnic studies.

Although there was significant variation in response associated with school or departmental affiliation, a large proportion of the faculty saw their own fields as presently or potentially relevant to urban and ethnic affairs. One result of the survey may have been to stimulate faculty thinking on how they might become more engaged in these areas. Faculty members in several fields not typically related to urban and ethnic studies—East Asian Studies and biochemistry, for example—suggested specific ways in which their specialties could make contributions to these fields. A sizeable segment of those responding indicated interest in participating in research, service, or action projects in urban and ethnic affairs.

DESIGN OF FACULTY SURVEY

In planning its research program, it was the objective of the Urban Center Curriculum Project to seek out the widest possible range of opinions and ideas on an urban and ethnic studies curriculum, in order to provide a partial basis for its own recommendations. Among the groups whose views were considered essential were the faculty, as well as the senior administrators and researchers, who did, indeed, provide invaluable insights and ideas.

The Bureau of Applied Social Research was asked for assistance in conducting the survey in order to determine (1) what Columbia faculty and senior researchers were doing—in teaching, research, and community service—that related to urban and minority problems; and (2) the interests of the faculty, senior researchers, and senior administrators in various possible new activities and modes of cooperation regarding urban and ethnic study and service programs.

After consultations with Allen H. Barton of the Bureau and members of his staff, and with A. Harry Passow of Teachers College, a survey questionnaire was developed. (See pp. 215-26, below.) The final form of the questionnaire was based on pretest interviews with one member each of a random half of the university's departments. It was distributed early in November, 1968, to the entire faculty, senior research staff, and senior administrators of Columbia University—including Teachers College, Barnard College, and the College of Pharmaceutical Sciences (see pp. 174-75, below). A follow-up letter was sent to nonrespondents in January, 1969, encouraging further replies.

Response Rate

Twenty-six per cent, or 919, of the 3,594 questionnaires sent out were returned. Rates of response varied among recipients in different parts of the university. (See pp. 227-30, below.) For example, 21 per cent of those from the Medical and Dental Schools (see pp. 161-62 and 169, respectively, below) responded, as compared with 49 per cent of those at Teachers College. The response rate for different instructional levels within the university also varied. About one-third of the full, associate, assistant, and clinical full professors responded. Return rates for other instructional positions ranged from 24 per cent for clinical associate professors to 2 per cent for lecturers. Visiting faculty were less likely to respond than were nonvisiting faculty of the same rank, and full-time faculty tended to answer more frequently than did part-time faculty.

If the respondents were more interested in urban and ethnic studies than were most faculty members, the results reported here cannot be assumed to apply to the faculty at large. When 36 per cent of the respondents say they would like to work on research projects or have their students do research projects in urban or ethnic affairs, this represents 36 per cent of the 26 per cent who returned questionnaires—about 10 per cent of the total faculty. Among the nonrespondents are no doubt some who would also be interested in such research, but it is impossible to tell how many; the proportion is likely to be considerably lower than it is among those who returned questionnaires.

A TEACHING PROGRAM IN URBAN AND ETHNIC STUDIES

Faculty and senior administrators and researchers were asked for their opinions and suggestions to help define the scope of a program of urban and ethnic affairs at Columbia. Table 1 shows their responses to various aspects of such a program.

If these responses are looked at in terms of the respondents' primary affiliations within the university,* it is clear that respondents in each of the

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*Results were tabulated in four groups, as follows:

(1) The arts and sciences, which included Columbia College (see pp. 159-61, below), the School of General Studies, the Graduate Faculties (see pp. 165-67, below), and Barnard College. (Where differentiations were made among

TABLE 1

Faculty and Administration Attitudes Toward Various Aspects of Urban and Ethnic Affairs Programs (In Order of Highest Approval)

	Encourage	Undecided	Discourage	
Aspect of Program	Per Cent			Number
Classroom work, research, and service combined	82	13	5	861
Interdisciplinary courses	82	14	4	859
Graduate degree program	65	22	13	857
Credit for supervised work-service	62	20	18	856
Undergraduate major	52	26	22	855
Disadvantaged taught semiprofessional skills	52	23	25	859

four groups feel similarly about priorities among the different aspects of a teaching program in urban and ethnic affairs. (See Table 2.) There are differences, however, among the four groups of affiliations in the percentage approving of an item. In general, those affiliated with the arts and sciences are less likely to react positively to the six items than are the other groups. (On three of the six items they share this position with one other group; on three items they rank lowest.) Those affiliated with Teachers College are most likely, in all but one instance, to show enthusiasm for such teaching practices. (On three items Teachers College also is equalled by one of the other groups.)

On the whole, faculty members that were younger, more recently employed at Columbia, and nontenured were more apt to respond positively to the various aspects of urban and ethnic studies programs than were their

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those in the Humanities, the Social Sciences, and the Natural Sciences, Barnard College and a few miscellaneous cases were excluded because departments were not uniformly specified for these respondents, due to a coding error.)

(2) Those in Medicine, which included the Schools of Public Health, Medicine, and Nursing; those in the School of Dental and Oral Surgery; and those in the College of Pharmaceutical Sciences.

(3) Those in all other professional schools except Teachers College, plus senior researchers and those in senior administrative positions.

(4) Those from Teachers College.

The limited numbers of cases prohibited more detailed groupings according to school.

TABLE 2

Faculty and Administration Attitudes Toward Various Aspects of Urban and Ethnic Affairs Programs, by University Affiliation (In Per Cent)

Aspect of Program	Response	Arts and Sciences	Medicine	Unspecified Professional Schools, Others	Teachers College
Classroom work, research, and service combined	Encourage	73	81	86	93
	Undecided	20	13	10	4
	Discourage	7	6	4	3
	Number	(231)	(313)	(147)	(163)
Interdisciplinary courses	Encourage	79	78	89	88
	Undecided	15	17	9	9
	Discourage	6	5	2	3
	Number	(229)	(312)	(149)	(162)
Graduate degree program	Encourage	55	71	67	70
	Undecided	26	18	20	22
	Discourage	19	11	13	8
	Number	(231)	(314)	(144)	(161)
Credit for supervised work-service	Encourage	53	63	59	77
	Undecided	24	19	22	11
	Discourage	23	18	19	12
	Number	(232)	(311)	(146)	(160)
Undergraduate major	Encourage	49	59	48	50
	Undecided	22	20	33	35
	Discourage	29	21	19	15
	Number	(230)	(314)	(147)	(157)
Disadvantaged taught semi-professional skills	Encourage	43	59	44	58
	Undecided	24	18	26	25
	Discourage	33	23	30	17
	Number	(233)	(313)	(145)	(161)

"senior" counterparts. In Teachers College, there were some reversals in this pattern; i.e., those with tenure, with longer terms at Columbia, and those more senior in age tended to respond more favorably to certain facets of urban and ethnic studies.

Tables 3-6 show crosstabulations between these variables and six aspects of a teaching program in urban and ethnic affairs for each of the four affiliational groups. They are presented as illustrations of the typical findings obtained. Findings on the relation between these three statuses of seniority and opinions or plans on other aspects of an urban and ethnic studies program are summarized briefly at the end of this chapter. (See pp. 56-58, below.)

Faculty Suggestions

Although 62 per cent of all respondents thought that work-service activity was worth encouraging, some of those responding felt that such activity was nonacademic, that service is by definition voluntary, unpaid, and, therefore, should not be given credit. More often, though, respondents said they would approve credit for work-service if some provision were made for academic structuring, supervision, and faculty review of the experience, e.g., a seminar with some writing.

Most were enthusiastic about *interdisciplinary courses*; one respondent suggested that credit be widely accepted from school to school at Columbia. Others saw problems in finding instructors with broad enough training and suggested teams of instructors for such courses. Students, it was felt, ought to have competence in a specific field before enrolling in interdisciplinary courses. One objection was that such broad training would not qualify a student for future positions in his field.

There were numerous suggestions about specific combinations of schools and departments for these courses: sociology combined with economics for courses in ghetto economics or protest and self-help movements; social work with law, education, architecture, or business; medical care with political administration, economics, or psychology. It was also suggested that there be a course for industrial-engineering students dealing with problems of establishing new businesses and engineering ventures in economically depressed areas. Two sample statements follow:

> I see some possibilities of interdisciplinary courses involving law students and architecture students in areas relating to urban planning. Other interdisciplinary courses should involve students in the law school and in the school of public health so as to acquaint both groups with the legal problems of administering public health programs, particularly in relation to community control. Another area for interdisciplinary courses might well be law and sociology so as to acquaint both groups with the need for considering not only matters of social organization but also matters of law to implement social organization.

TABLE 3

Arts and Sciences Faculty and Administration Attitudes Toward Various Aspects of Urban and Ethnic Affairs Programs, by Age, Years of Service, and Tenure (In Per Cent)

Aspect of Program	Response	Age		Years of Service		Tenure	
		Under 45	45 & Over	1-9 Years	10 & Over	Non-tenure	Tenure
Classroom work, research, and service combined	Encourage	73	73	75	71	76	70
	Undecided	19	22	16	23	19	21
	Discourage	8	5	9	6	5	9
	Number	(127)	(97)	(126)	(91)	(114)	(111)
Interdisciplinary courses	Encourage	86	71	82	74	83	75
	Undecided	10	23	13	19	13	18
	Discourage	5	6	5	7	4	7
	Number	(125)	(97)	(126)	(89)	(112)	(111)
	Tau Beta[a]	.17		.10		.10	
Graduate degree program	Encourage	62	47	58	51	59	51
	Undecided	22	32	27	25	26	27
	Discourage	16	21	15	24	15	22
	Number	(125)	(99)	(126)	(91)	(112)	(113)
	Tau Beta	.14					
Credit for supervised work-service	Encourage	64	42	58	46	62	45
	Undecided	18	31	23	26	19	29
	Discourage	18	27	19	28	19	26
	Number	(126)	(99)	(127)	(91)	(112)	(114)
	Tau Beta	.18		.12		.16	
Undergraduate major	Encourage	58	35	55	39	57	40
	Undecided	19	28	21	23	19	26
	Discourage	23	37	24	38	25	34
	Number	(127)	(96)	(127)	(89)	(113)	(111)
	Tau Beta	.21		.16		.15	
Disadvantaged taught semi-professional skills	Encourage	48	39	49	40	46	43
	Undecided	24	25	20	29	23	26
	Discourage	28	36	31	32	31	32
	Number	(129)	(97)	(128)	(91)	(115)	(112)
	Tau Beta	.09					

[a] Tau Beta is a measure of correlation between ordered variables. It ranges from 1.0 to -1.0. The further the Tau Beta is from 0, the stronger the relationship, either negative or positive, between two variables. Only linear relationships are reflected in this measure, not curvilinear. See Sidney Siegel, *Nonparametric Statistics for the Behavioral Sciences* (New York: McGraw-Hill Book Co., 1956), pp. 213-23. The following four tables (Tables 3-6) record only Tau Betas with a positive (or negative) value close to .1 or above.

TABLE 4

Medical Faculty and Administration Attitudes Toward Various Aspects of Urban and Ethnic Affairs Programs, by Age, Years of Service, and Tenure (In Per Cent)

Aspect of Program	Response	Age		Years of Service		Tenure	
		Under 45	45 & Over	1-9 Years	10 & Over	Non-tenure	Tenure
Classroom work, research, and service combined	Encourage	86	77	85	77	86	69
	Undecided	9	17	9	17	10	21
	Discourage	5	6	6	6	4	10
	Number	(165)	(143)	(154)	(143)	(212)	(81)
	Tau Beta	.10		.10		.19	
Interdisciplinary courses	Encourage	84	73	84	70	81	68
	Undecided	12	22	13	22	15	23
	Discourage	4	5	3	8	4	9
	Number	(164)	(143)	(153)	(143)	(212)	(81)
	Tau Beta	.13		.17		.14	
Graduate degree program	Encourage	72	70	70	70	73	65
	Undecided	15	22	18	19	16	22
	Discourage	13	8	12	10	11	13
	Number	(166)	(143)	(154)	(145)	(213)	(83)
Credit for supervised work-service	Encourage	62	64	64	62	65	56
	Undecided	16	20	16	20	18	20
	Discourage	22	16	20	18	17	24
	Number	(165)	(141)	(155)	(141)	(214)	(81)
Undergraduate major	Encourage	63	54	65	53	61	51
	Undecided	17	24	19	22	17	28
	Discourage	20	22	16	25	22	21
	Number	(167)	(142)	(155)	(143)	(213)	(82)
	Tau Beta			.12			
Disadvantaged taught semi-professional skills	Encourage	59	60	62	56	62	50
	Undecided	15	21	17	19	16	24
	Discourage	26	19	20	25	23	26
	Number	(169)	(139)	(157)	(140)	(216)	(78)

TABLE 5

Unspecified Professional School and Other Faculty and Administration Attitudes Toward Various Aspects of Urban and Ethnic Affairs Programs, by Age, Years of Service, and Tenure (In Per Cent)

		Age		Years of Service		Tenure	
Aspect of Program	Response	Under 45	45 & Over	1-9 Years	10 & Over	Non-tenure	Tenure
Classroom work, research, and service combined	Encourage	88	85	93	72	96	76
	Undecided	8	11	5	21	3	17
	Discourage	4	4	2	7	1	7
	Number	(73)	(73)	(88)	(53)	(72)	(70)
	Tau Beta			.29		.28	
Interdisciplinary courses	Encourage	90	87	90	85	92	85
	Undecided	7	12	8	13	5	14
	Discourage	3	1	2	2	3	4
	Number	(73)	(75)	(89)	(54)	(72)	(72)
	Tau Beta					.10	
Graduate degree program	Encourage	70	63	68	61	74	57
	Undecided	20	22	19	25	14	29
	Discourage	10	15	13	14	12	15
	Number	(70)	(73)	(87)	(51)	(70)	(69)
	Tau Beta					.16	
Credit for supervised work-service	Encourage	59	59	65	47	72	46
	Undecided	21	22	22	25	13	30
	Discourage	20	19	13	28	16	24
	Number	(71)	(74)	(87)	(53)	(71)	(70)
	Tau Beta			.19		.23	
Undergraduate major	Encourage	52	45	52	38	56	41
	Undecided	32	35	30	41	27	41
	Discourage	16	20	18	21	17	18
	Number	(71)	(75)	(88)	(53)	(71)	(71)
	Tau Beta			.11		.12	
Disadvantaged taught semi-professional skills	Encourage	49	40	45	40	52	39
	Undecided	26	26	30	22	20	30
	Discourage	26	34	25	38	28	31
	Number	(70)	(74)	(86)	(53)	(71)	(70)
	Tau Beta			.10		.10	

TABLE 6

Teachers College Faculty and Administration Attitudes Toward Different Aspects of Urban and Ethnic Affairs Programs, by Age, Years of Service, and Tenure (In Per Cent)

Aspect of Program	Response	Age		Years of Service		Tenure	
		Under 45	45 & Over	1-9 Years	10 & Over	Non-tenure	Tenure
Classroom work, research, and service combined	Encourage	91	97	92	97	92	94
	Undecided	5	3	4	3	4	6
	Discourage	4	–	4	–	4	–
	Number	(98)	(62)	(114)	(37)	(104)	(50)
	Tau Beta	-.12					
Interdisciplinary courses	Encourage	90	85	89	84	88	88
	Undecided	8	10	7	13	9	8
	Discourage	2	5	4	3	3	4
	Number	(98)	(61)	(114)	(37)	(104)	(50)
Graduate degree program	Encourage	71	66	71	64	78	53
	Undecided	20	27	21	31	16	35
	Discourage	9	7	8	5	7	12
	Number	(99)	(59)	(113)	(36)	(103)	(49)
	Tau Beta					.24	
Credit for supervised work-service	Encourage	77	78	75	80	79	71
	Undecided	11	10	12	11	9	15
	Discourage	12	12	12	9	12	14
	Number	(98)	(59)	(113)	(35)	(103)	(48)
Undergraduate major	Encourage	49	50	46	61	47	47
	Undecided	36	34	37	27	38	36
	Discourage	15	16	17	12	15	18
	Number	(98)	(56)	(112)	(33)	(104)	(45)
	Tau Beta			-.11			
Disadvantaged taught semi-professional skills	Encourage	58	58	60	50	57	57
	Undecided	25	25	27	25	30	14
	Discourage	17	17	13	25	13	29
	Number	(97)	(60)	(112)	(36)	(103)	(49)
	Tau Beta			.11			

> There are many obvious possibilities here; for example, some of the relationships between the School of Architecture and the School of Business; among the School of Social Work, Teachers College, and the Department of Sociology. We have to develop some conceptualization of the city as a larger complex entity than we currently work with; we generally tend to factor the city into our specialities.

One respondent expressed the view that in certain fields there should be a required seminar involving field experience that would focus on urban affairs and problem-solving; enrollment would cross *disciplines.* Fields might include psychology, sociology, nursing, and teaching. One succinct reply expressing caution was, "Interdisciplinary courses can become *undisciplinary*."

Concerning field work one respondent wrote that, although there should be a rich humanities and social science base to such a major, *relevant* learning should be the watchword, and added that "undergraduate programs can learn something from the better features of professional schools." One suggestion was to include research, observations, and write-up of a work-service situation, because a student must be a scientifically oriented observer and analyst as well as a practitioner. Another thought that a program similar to that in the School of General Studies should be tried in Columbia College and that urban studies should not be treated as a discipline, but rather that students should be expected to master one social science as well.

Although over 50 per cent of the respondents favored an undergraduate major in urban or ethnic affairs, an even more substantial proportion (65 per cent) would lend encouragement to a graduate degree program in these fields. In relation to the development of a *graduate degree program,* the comment was made that such a program already existed at the Division of Urban Planning in the School of Architecture. (See pp. 167-68, below.) Another stated:

> "Urban and minority affairs" should mean relevant, live, rich subject matter. Its spectrum is from general to specialized studies. It is appropriate that an urban university provide a way for students to move from the general to the more advanced and specialized study of urban affairs.

Other suggestions included the following:

> The program should include courses in history, economics, sociology, and political science. Work in the methodology of the social sciences should be emphasized.
>
> There should be an M.A. or Ph.D. program in urban affairs within the Sociology Department, or a new interdisciplinary (Sociology, Social Psychology, Government, etc.) graduate department.
>
> There should be an M.A. degree given in Black History and Culture in which the History, Anthropology, and Fine Arts Departments should collaborate.

> It seems possible, and desirable, to have an urban affairs minor in several graduate programs, for example: sociology, economics, political science, applied math, etc. Such a minor would require three or four courses selected from a group that might include courses in economic development of cities, urban sociology, etc. The same might apply to a minority affairs minor, although my inclination would be to restrict it to sociology or social psychology majors and maybe historians or political scientists.

Another respondent thought a combination of the fields of sociology, psychology, city planning, and architecture an optimum arrangement. He commented that the Law-Architecture joint degree program already provided this in one form, but that it might be expanded to cover courses in other faculties and not include the full course load for an L.L.B.—i.e., the student would not become a full-fledged lawyer. A suggestion was made that interdisciplinary relationships could be established to the benefit of dissertation work at the various graduate departments and professional schools concerned with urban matters. Another respondent commented: "plainly indicated for a university living in an urban community."

Although over half of the responses relative to training the disadvantaged in semiprofessional skills were positive, some negative comments included the following:

> The problem of bringing unprepared students into the university is that it dilutes the energy and facilities of the university to markedly suboptimum levels of output.

> The university should do its job and leave this kind of thing to others, particularly junior colleges. The university might, however, relax its admissions policies with regard to prerequisites, to facilitate entrance into professional schools by experimenting with equivalents in experience, etc.

Others had favorable suggestions to make:

> Columbia personnel in areas needing these skills—such as health, education, rehabilitation, engineering, and social service—should be invited to write grant applications for, and staff such programs with, help from The Urban Center.

> I believe we should institute a comprehensive program to prepare the disadvantaged for admission to college. Who should give it? A new arm of the university would be required.

Suggestions as to the nature of such a program included summer courses at Camp Columbia to help high school students on a voluntary basis and the restriction of Columbia's role in such training programs to one of *developing* rather than *operating* them.

Areas suitable for such training programs were mentioned frequently: "all phases of laboratory techniques"; "aides in the health professions: physical and occupational therapy, brace and limb-making (prosthetics and orthotrics), social service aides, community workers, etc."; "computer programming, office information systems, foreman training in industrial production, certain aspects of inventory accounting"; "in connection with community health and medical care, many positions should be available (i.e., at expanded Harlem Hospital Center); there could be training in practical nursing, laboratory technology, hospital administration, typists, transcribers, case workers, security"; "social case aides, clerical health aides, home health aides, teacher aides, communication aides, community education"; "receptionists, secretaries, school teacher assistants, and in medical careers: technicians in oxygen therapy, operating room, geriatric care, pediatric care." A faculty member from the Law School (see pp. 162-64, below) mentioned that there was a program under consideration there to train paraprofessionals.

A majority of the respondents felt there should be new service and action programs. A majority also favored most funds going to teaching and research rather than to service and action, yet 77 per cent of the respondents were willing to see some funds allocated to service and action in urban and ethnic affairs. With the exception of those in medicine, a majority of each affiliation answered positively on the need for new service or action programs.

There was interesting variation between faculty affiliation on allocation of funds for urban and ethnic affairs. Two-thirds of those in the arts and sciences wanted more than half the funds for urban and ethnic studies spent primarily on teaching and research; in contrast, over half the respondents from Teachers College wanted at least half of the funds for this purpose to go into service and action programs.

SERVICE AND ACTION PROGRAMS IN URBAN AND ETHNIC AFFAIRS

Tables 7-8 indicate faculty and administration response to the following questions on service and action programs in urban and ethnic affairs:

> Are there any new service or action projects dealing with urban or minority affairs which you think should be undertaken by the university or some part of it?
>
> To the extent that new funds are available to the university specifically for urban and minority affairs, what should be the relative priorities of *teaching and research* in these areas versus *service and action* programs?

Faculty Suggestions

Suggestions on new service or action programs that Columbia should undertake included a "Center" (analogous perhaps to the University Center for Adult Education in Detroit) linking Columbia with other institutions, e.g., an

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TABLE 7

Faculty and Administration Opinions on Service and Action Programs (Apart from Teaching) in Urban and Ethnic Studies[a] (In Per Cent)

New Service or Action Programs		Allocation of Funds	
		Priority	Response
Favorable response	57		
Number	(587)		
		Entirely for teaching and research	16
		Mainly for teaching and research	43
		Divided equally	21
		Mainly for service and action	12
		Entirely for service and action	1
		Undecided	7
		Number	(850)

[a] Data for this table were collected between October, 1968, and February, 1969.

extension program operated by a center that reaches "the precincts." Another project suggested was a printed monthly report of urban affairs sponsored by the university, consisting of a "relentless exposé of practices and factors contributing to the deterioration of New York life, plus plans and projects for combating this deterioration."

TABLE 8

Faculty and Administration Opinions on Service and Action Programs in Urban and Ethnic Studies, by University Affiliation (In Per Cent)

Question	Response	Arts and Sciences	Medicine	Unspecified Professional Schools, Others	Teachers College
New service or action programs	Favorable	55	46	65	73
	Number	(157)	(217)	(99)	(109)
Allocation of funds	Entirely for teaching and research	22	15	15	6
	Mainly for teaching and research	45	44	46	38
	Divided equally	16	21	17	34
	Mainly for service and action	9	12	12	17
	Entirely for service and action	1	1	2	–
	Undecided	7	7	8	5
	Number	(228)	(313)	(145)	(157)

FUNDING URBAN AND ETHNIC STUDIES

Tables 9-10 address themselves to faculty and administration response to the following question on funding urban and ethnic studies: "When Columbia receives new funds during the next several years which are not tied to specific purposes, [how] would you favor their being allocated?"

TABLE 9

Faculty and Administration Opinion on Allocation of New General Funds [a]

Priority	Response (In Per Cent)
Entirely for teaching and research in general	25
Mainly for teaching and research in general	55
Divided equally	9
Mainly for teaching, research, and service in urban and ethnic studies	9
Entirely for urban and ethnic studies	2
Number	(835)

[a] Data for this table were collected between October, 1968, and February, 1969.

Asked how they would prefer to see general funds apportioned between teaching, research, and service related to *urban and ethnic studies* and *teaching and research in general,* the majority chose the second category offered. Only 20 per cent wanted to see at least half spent on urban and ethnic studies. One-quarter felt that the funds should be retained entirely for general purposes.

TABLE 10

Faculty and Administration Opinions on Allocation of General Funds, by University Affiliation (In Per Cent)

Priority	Arts and Sciences	Medicine	Unspecified Professional Schools, Others	Teachers College
Entirely for teaching and research in general	30	27	25	15
Mainly for teaching and research in general	60	55	54	49
Divided equally	5	9	9	14
Mainly for teaching, research, and service in urban and ethnic studies	3	7	11	19
Entirely for urban and ethnic studies	2	2	1	3
Number	(226)	(307)	(139)	(156)

A full 90 per cent of those in the arts and sciences want most, if not all, new general funds to be used for teaching and research in general. Thirty per cent of those in the arts and sciences do not want any funds set aside specifically for urban and ethnic studies. At the other extreme, over one-third of those at Teachers College want at least 50 per cent of the general funds to go into a program of urban and ethnic studies.

Faculty Suggestions

Respondents explained their wish to see new, undesignated funds go to teaching, research, and service dealing with urban and minority problems as follows:

> These problems are of paramount importance at this time. Columbia University can be both a *cosmopolitan* center of learning (and of the demonstration of learning) and an *urban* university (in a developed contemporary, relevant sense of the term). The two characteristics should enhance each other in the practical life of the university.
>
> Columbia University in the *City of New York* has different responsibilities from those of a rural college or a state university. Our

> strength and uniqueness come from New York and we must focus on them.
>
> Columbia cannot be a great university unless it maintains strength in a wide range of fields. It is appropriate, however, for the institution to have a special area of real excellence, and this area could be urban and minority problems if the faculty and administration so desire.
>
> Ways must be found to harmonize teaching, research, and service responsibilities and not feel that these functions are basically incompatible. The Massachusetts General Hospital is a medical institution where these functions operate as a triad of involvement. Columbia-Presbyterian considers itself a teaching and research center; service is secondary.
>
> The University can no longer live in an ivory tower and ignore the urban crisis. It must commit a meaningful portion of new funds to developing and implementing programs dealing with urban and minority problems.
>
> For the next four years some money should be committed to exploratory studies whose aim is to discover ways in which Columbia can serve the community while still maintaining its central commitment to education and research.

Others thought such funds useful in establishing specific programs, for example:

> There are many urban engineering problems, and Columbia could favor them somewhat. There could well be an Urban Engineering Committee and graduate degree curriculum, and at least a general Master of Science in the area.

COOPERATIVE RELATIONSHIPS

Tables 11-12 document faculty and administration response to the following questions on cooperative arrangements within Columbia and between Columbia and other organizations in relation to programs in urban and ethnic affairs:

> Are there any kinds of cooperative arrangements *between departments or schools at Columbia* which you feel should be developed for teaching, research, or service related to urban or minority affairs?
>
> Are there any kinds of cooperative arrangements *with other colleges or universities?*

Should the university develop any kinds of cooperative arrangements *with the government of New York City or with nongovernmental organizations* involved in urban or minority affairs, to help them deal with these problems?

TABLE 11

Faculty and Administration Attitudes Toward Cooperative Arrangements Within Columbia and Between Columbia and Other Organizations to Implement Urban and Ethnic Affairs Programs

Cooperative Arrangement	Response	Percentage
Between departments or schools within Columbia	Develop	72
	Not develop	28
	Number	(586)
Between Columbia and other colleges or universities	Develop	28
	No opinion	61
	Not develop	11
	Number	(791)
Between Columbia and New York City government or nongovernmental organizations	Develop	54
	No opinion	34
	Not develop	12
	Number	(794)

Of the three types of cooperation suggested, that between departments or schools within Columbia was most often endorsed. Cooperation between Columbia and city agencies met with majority approval, although to a lesser degree. The majority had no opinion one way or the other on the question of whether Columbia should cooperate with other colleges or universities. While those in medicine are less in favor of cooperative arrangements between university personnel than others, there is in each affiliation substantial feeling about the need for more and more varied linkages between segments of the university, particularly in respect to urban and ethnic studies.

Faculty Suggestions

Between Columbia Departments or Schools

One respondent saw obstacles to cooperative action at the undergraduate level, saying that, at present, General Studies students had difficulty registering for urban courses at the College. Others thought that adaptation of existing structures could be helpful: the Institute for the Study of Science in Human Affairs might be one place to start. One faculty member suggested that, since

TABLE 12

Faculty and Administration Attitudes Toward Cooperative Arrangements Within Columbia and Between Columbia and Other Organizations to Implement Urban and Ethnic Affairs Programs, by University Affiliation

University Affiliation	Between Columbia Departments or Schools			Between Columbia and Other Colleges or Universities				Between Columbia and New York City Government or Nongovernmental Organizations			
	Develop	Not Develop		Develop	No Opinion	Not Develop		Develop	No Opinion	Not Develop	
	Per Cent		Number	Per Cent			Number	Per Cent			Number
Arts and Sciences	67	33	144	27	62	11	213	51	37	12	207
Medicine	63	37	223	21	64	15	294	55	32	14	295
Unspecified Professional Schools, Others	81	19	91	31	57	12	131	56	32	12	133
Teachers College	85	15	122	41	55	4	146	57	34	9	152

each school now goes its own way, representatives of the various schools should meet monthly to coordinate projects and resources and to discuss the joint use of facilities.

Others suggested a new structure to facilitate cooperation, with control of funds to coordinate the "urban mission" of the university and a staff to include readers of proposals, progress reports, and evaluations; or a center of community services to extend health, educational, vocational, and other services to the surrounding community, with educational benefits for both the community and the university; or a one-semester institute on the city from many viewpoints—its sociology, anthropology, public health, government, history, and literature.

Others went further:

> At the very minimum, departments or institutes of urban and minority affairs should be developed where there is need and intellectual justification. I have come to the conclusion that universities in general, and this university in particular, are structurally incapable—as presently constituted—of performing the type of interdisciplinary departmental programs required. Departmental lines are fairly rigidly drawn and the reward system is not amenable to such innovations. What I would like to suggest is that the university create a spin-off unit, the Urban College. This institution would be related to the parent university but would have a life of its own. It would experiment, create a flexible undergraduate training program, conduct the type of research that its faculty—interdisciplinary, including experienced practitioners—would consider pertinent. I don't think there would be any difficulty in obtaining a really swinging faculty or student body for such an enterprise. To have a piece of that kind of action would be more of a challenge than the next salary increment!

Between Columbia and Other Colleges or Universities

Some exchanges are already in the making:

> We are already exploring ways to develop journalism education in several Negro colleges with visits, exchanges, advice, experience, and so forth.

Suggestions included the following:

> Some attention and effort should be directed to exchanges of staff between Columbia and the predominantly black universities and colleges. I see this as a two-way street where the exchange would be beneficial to both parties in a variety of ways, e.g., increased understanding of issues relevant to the university area, collaborative research, etc.

American universities should get into the habit of allowing more exchanges of its faculty and students. Authorities on urban and minority affairs should teach here more often; students should be allowed to spend some time at other universities with strong curricula in urban affairs and in other topics. Columbia should develop close relations with the University of Puerto Rico if it wishes to take special interest in the lives of Puerto Ricans in New York. For example, the Bureau of Applied Social Research should have arrangements for exchanging experienced staff members with their research center, in order to help them train their staff or to locate their staff members who would work in New York on problems of Puerto Rican life.

We should build library and archival resources on the history of minorities and urban history and share personnel specializing in minority history, especially with Yale, Princeton, and other New York City universities. It is obvious that, since personnel in these fields is in relatively short supply and since research facilities are expensive, these ought to be shared.

Perhaps, in order to maintain the continuance of scientific, artistic, and other intellectual programs, Columbia could work with New York University and other city institutions in a sharing of activities, spreading the burden of money and energy and at the same time involving all concerned agencies in matters that many believe we should be working on.

Tie in with existing programs such as that . . . at M.I.T., Harvard, and . . . at Brandeis and the Urban Coalition.

Between Columbia and New York City Government or Nongovernmental Organizations

One respondent saw such arrangements benefiting students:

This would be a magnificent opportunity to let students get in contact with real problems in their field while working on advanced degrees. Engineering and science doctorates are often earned through useful work outside the university (more often at other universities) on projects of much less urgency than the social problems of New York City.

The arrangements could also benefit the community:

Faculty and students jointly should be given freedom to use and develop their skills, and given credit for doing so, in mutual endeavor with the city.

> Columbia can be a think-tank, but should primarily encourage local groups to originate programs to which it will contribute.
>
> In view of the recent Supreme Court decision requiring legal counsel for the indigent, Columbia Law School, through its students and faculty, could help provide some of these services. Of course the school would have to work closely with the city government, courts, and city and state bar associations.

Other suggestions included establishing regular ties with agencies such as CORE, setting up storefront health clinics, and scheduling regular conferences between the mayor of the city and Columbia's president.

MINORITY RECRUITMENT, ADMISSIONS, AND AID

Tables 13-14 record faculty and administration response to the following questions on recruitment, admissions, and aid for minority-group students and faculty at Columbia:

> Do you think your department or school should make special efforts to aid minority students academically, financially, or socially once they are admitted?
>
> Do you think your department or school should make special efforts to increase the number of minority students entering Columbia?
>
> Do you think your department or school should make special efforts to seek out minority-group faculty members?

TABLE 13

Faculty and Administration Attitudes Toward Recruitment, Admissions, and Aid for Minority-Group Students and Faculty at Columbia

	Yes	Undecided	No	
Special Effort	Per Cent			Number
Aid minority students once admitted	81	8	11	720
Increase number of minority students	67	17	16	717
Seek out minority-group faculty	56	19	25	718

Only 16 per cent of the faculty respondents were opposed to special efforts to increase the number of minority students enrolled at Columbia, usually due to fears of lowering the qualifications of the student body. On the question of providing various types of aid to minority students once they are admitted to Columbia, there was extremely favorable response. Over 50 per cent of the total respondents approved a policy of recruiting more minority-group faculty members. (See pp. 231-33, below.)

TABLE 14

Faculty and Administration Attitudes Toward Recruitment, Admissions, and Aid for Minority-Group Students and Faculty at Columbia, by University Affiliation (In Per Cent)

University Affiliation	Response	Aid Minority Students Once Admitted	Increase Number of Minority Students	Seek Out Minority-Group Faculty
Arts and Sciences	Yes	77	60	49
	Undecided	9	21	24
	No	14	19	27
	Number	(204)	(206)	(204)
Medicine	Yes	79	65	55
	Undecided	8	16	19
	No	13	19	26
	Number	(258)	(253)	(259)
Unspecified Professional Schools, Others	Yes	88	75	62
	Undecided	4	8	11
	No	8	17	27
	Number	(124)	(122)	(122)
Teachers College	Yes	85	74	64
	Undecided	11	19	20
	No	4	7	16
	Number	(128)	(129)	(127)

Those in the arts and sciences and in medicine were less likely to favor aid and recruitment policies than those from Teachers College and the unspecified professional schools. The arts and sciences and medicine show similar opinions on student matters. However, on the issue of recruitment of faculty the arts and sciences fall below medicine. Not quite half favored such a policy.

Faculty Suggestions

Most of the comments on recruitment and aid centered around the issue of the qualifications of minority students and faculty. Some felt that selection of students and faculty should be based solely on academic or research merit, with no reference to ethnic origin. Others felt that, given the inferior life chances of minorities previous to their application, Columbia should become more involved in the preparation of students from deprived backgrounds in order to give them a better chance of competing successfully with their more-privileged fellow students at Columbia:

> The excuse for the few minority students in medical schools is that we can't find enough qualified applicants. We should reach out and participate in getting them qualified. This will take counseling, recruitment, tutoring before and after admission. It means a large commitment of money and manpower. It must be done, and now! Columbia should be a leader in this rather than a reluctant follower.

Still others spoke of more flexible admissions and hiring policies:

> We seldom take chances in admitting students. We are rigid and reactionary on letter grades.

> I would see nothing wrong in substitution of experience in appropriate cases for academic attainment. In other words, a Negro member of the Law faculty might not have graduated at the top of his class. However, his professional experience following law school might well be used as a substitute qualification for earlier academic attainment.

Some respondents commented on what they are already doing along these lines:

> Administration, faculty, and elected student representatives of the School of Social Work reviewed admissions and recruitment policies and procedures in the spring and summer of 1968 and special efforts have been made to increase the number of minority faculty and students. Results have been reflected in a higher percentage of minority-student enrollment and engagement of faculty in the fall of 1968. Efforts in this direction are continuing.

> We are holding a one-day program for black undergraduate students here in the Business School in December. We have also sent representatives of the admission staff to recruit in black colleges and to look specifically for black students in other colleges.

> I cannot speak for my department, but in awarding fellowships, other things being equal, I have tended to favor the "risky" underprivileged candidate over the more conventional ivy-league candidate.

One faculty member thought insufficient attention had been given to the Puerto Ricans, and suggested recruitment efforts to correct the balance.

RESPONSIBILITY TO THE NEIGHBORHOOD

The faculty and the senior research and administrative staff were also asked in what ways they thought the university had responsibilities to the people of its immediate neighborhood. Several faculty members felt that Columbia should develop an awareness of its effect on the neighborhood:

> The university's obligation regarding the immediate community is perhaps not so much to aid it exclusively as to avoid harming it, through its expansion or economic or political prejudice. Exclusive attention to this neighborhood is not necessarily a virtue; other areas have needs as great (e.g., Brooklyn or Newark). Columbia's responsibility is ultimately to produce meaningful knowledge about social problems and to educate a student population to be morally concerned with aiding society as an individual responsibility. Whatever field they may do it in (i.e., humanely concerned doctors and lawyers, as well as social workers) it is inevitable that, if these goals are achieved, their value will be most immediately reflected in the immediate Harlem area, due to its proximity.

> As an influential and powerful agent within the surrounding community, it must be aware of the impact on the immediate environment and use its resources, where consistent with the objectives of the university as an institution of learning, to contribute to the social, cultural, and intellectual improvement of the community.

Another respondent felt that the university had priorities in terms of responsibilities; and that one responsibility did not cancel another:

> The university is a national, indeed, a supranational, institution; its responsibilities are correspondingly broad, not primarily local. Of course, incidental to its role are secondary responsibilities to its several neighborhoods. It seems appropriate that the university should be concerned with major contemporary problems. The urban and minority problems found so near the main campus provide an opportunity for the university to justify its very existence.

More specific suggestions included the following:

> Its responsibilities include determining the needs of those residing in its environs; to assist in self-determination and, when that is impeded or impaired, to augment or establish services that will fulfill reasonable needs of the citizens.

> Maintaining good public relations with all organized groups, giving them the opportunity to receive sympathetic and helpful consideration of grievances against the university, keeping them informed and consulting them about activities (such as those related to housing) contemplated by the university. Opening some extracurricular programs and events to interested residents of the neighborhood, either by personal invitation or mailing of bulletins of information. A few social events, such as a Christmas party for children in the neighborhood and faculty children, might be scheduled on an annual basis.

> The university should provide some facilities for adult education, children's education, and entertainment for the neighborhood. It is not true that the university has always been aloof from the neighborhood. During the 1920's, for example, many such neighborhood programs were regularly held in university buildings. I was born and grew up in the neighborhood and can remember a steady series of puppet shows, magic shows, movies, etc., in McMillan Auditorium and other buildings for the neighborhood children. The university should sponsor an intramural athletic program with Harlem. Also the university should offer special tutors to all the schools in the neighborhood.

> Expand the Agnes Russell School at Teachers College to include 50 per cent neighborhood kids, to serve as a challenge to local public schools.

Another respondent favored a less-involved Columbia:

> Columbia University is mainly a family of scholars attempting to train young minds and to develop new knowledge. I do not believe that it is a social agency. Therefore, I feel that we should be good neighbors, but that the problems of the immediate neighborhood are those of the appropriate city agencies and not Columbia's.

THE GENERAL ROLE OF COLUMBIA IN URBAN AND MINORITY AFFAIRS

The respondents were also asked to sum up their sense of what Columbia University's role should be in regard to urban and minority affairs over the next few years. Many discussed the role of Columbia as a scholarly institution in a world with pressing social needs; some expressed doubts about the advisability of Columbia's involvement in this area:

Any university's role should be to have proper scholarly and humane concern for all human affairs. "Urban and minority" affairs are an important subclass of human affairs largely neglected by scholars and by social leaders. Yet, do not overdo the concern merely as atonement for past neglect.

The university as an intellectual center, as a possessor of broad resources, and as a collection of large numbers of extremely talented people has an extremely crucial role to play in the future of its immediate neighborhood and of the cities in general. The future of our cities is perhaps the most crucial problem facing America today (at least the most critical domestic problem). It seems to me that it is imperative that our major centers of thought and learning begin to focus their attention on these problems.

Columbia is a great institution. In the times that we are living, all institutions of society must be involved in the betterment of all the people of the society if this society is to survive. The belief that Columbia is solely an educational and research institution is a view that is tenable only for the well-fed and indifferent individuals who are able to ignore human suffering with platitudes and rationalizations.

Universities are prime custodians of the society's humane values and of its intellectual and technical powers. No problems in our society are today more urgent than those confronting our urban population and ghettos. If the universities fail to rise to the challenge, through relevant teaching and research activities, social change may come convulsively and out of resentment of academic indifference; life may be made very hard for much of academe.

Primarily Columbia should continue its role as a national and international installation and should not become as totally oriented to its immediate environment as do state and city universities. But New York City is important enough for Columbia to take a special interest in it. Columbia should perform some research projects and sponsor some community action programs related to New York City. If possible, they should produce knowledge and experience relevant to American urban life generally. Without much trouble, the university could also offer facilities for neighborhood educational and recreational programs; I would guess that many students would donate some time in a kind of "Peace Corps" spirit. Perhaps major extracurricular programs should be organized around the theme of collaboration with, and help to, the neighborhood and to Harlem. The Mayor of New York City and the Borough President of Manhattan should be members of the Columbia Board of Trustees ex officio.

The university should establish a new emphasis on urban and minority affairs to be reflected in a greater application of its total resources–teaching, research, recruitment, and community service.

Columbia should go on being a fine university. Where community activity can be integrated to advance our teaching and research, this should be done; such opportunities should be sought out. Funds should be readily available for such projects, as opposed to the study of remote island populations. Service alone is not our future; service integrated with research and teaching is fine.

The university is not an arm of the government, and its relation to urban affairs should be precisely what its relation has traditionally been to other problems, crises, and vexations of society, namely: (1) the provision of excellently trained men in various fields to serve the community; (2) disinterested research and scholarship on many subjects including sociology, city planning, architecture, public health, and special population problems that touch on urban affairs. The results of such disinterested research should, of course, reach those executive agencies capable of and authorized to act. The university is not such an agency, in general. There can be no objection to voluntary associations of students and faculty for community and charitable assistance, but in general this is not a function of the university as a corporate body.

I think Columbia University is primarily an educational and research institution. I see its focus on urban and minority affairs in this context; in other words, that Columbia University educate for leadership in dealing with urban and minority affairs and study, with the multiple resources of a great university, ways of solving urban and minority problems. This includes the plan for involvement of urban groups, including minorities as faculty, researchers, and students. I do not see that concentration on urban and minority problems need limit the university's dedication to the pursuit of knowledge relevant for all humanity.

Develop a graduate program in research and teaching in these areas. The university should not become directly involved with action programs. No matter which way it moves in action programs, it will be criticized and get involved in politics. This is not the job of the university, whose resources are limited and should be focused where it can do its educational job. The urban and minority problems are tremendous and very compelling. There are other just as compelling programs and problems: war, etc. The university will be severely damaged if it attempts to become a problem-solver of this nature and take over functions better run by other agencies. Research study in these areas are proper, but not the directing of programs.

Several comments emphasized Columbia's potential for leadership in urban and minority affairs:

> It should become the *foremost center of learning* in these areas; its geographic setting, strong tradition of scholarship, and world recognition argue persuasively for assumption of this role. It must become an outstanding (*the* outstanding) urban university—originating and executing the most novel programs of interuniversity and city cooperation. It needs an Afro-American program, a massive recruitment on student, faculty, and employee levels of minority-group personnel. And so on. Columbia is deeply distrusted by the city and must move to conquer this insupportable, eighteenth-century position.
>
> Columbia has so much going for it to become the prototype of the urban university: location within the megalopolis, *Standard Metropolitan Statistical Area*, city, and neighborhood; a faculty with great potential interest; students who might go for a new urban college in a big way; resources from sister institutions such as Teachers College; money; and a recent history that mandates action. We still lack institutional will and the skill to change institutional goals and strategies.
>
> The university ought to be a trail blazer in making research and instruction on urban and minority problems academically respectable.
>
> Particularly with the recent national spotlight on Columbia's role in urban and minority affairs, Columbia is now in a superb position to lead in redefining the university's role toward the community and urban-minority affairs in general. This should be an active, interested, but not exclusive, role for the university.

Another respondent was concerned with Columbia's role vis-à-vis the community:

> Columbia must learn to take special responsibilities toward its immediate neighbors, using its own resources plus whatever it can get out of the government. It cannot wash its hands of the social injustice with which it is surrounded.
>
> Columbia can develop its existing work in the social sciences, humanities, and technical professions to create special programs of teaching and research on urban problems.
>
> Columbia can make special efforts to recruit good black scholars to its faculty.
>
> Columbia can provide black students with poor preparation but good potential with special help to get started as students in undergraduate and graduate programs—while maintaining its academic standards.

Still other comments included:

> Without a policy of becoming a part of the community, any teaching or research of "action" projects seem doomed to futility and rejection. Individual members of the academic community are trying to compensate for the university's failure and I guess they'll have to carry the ball.
>
> Columbia should be made into a model urban university—a center of learning in a sympathetic environment that understands and cherishes its aims. This can be done only if the university works together with, and not against, the community.
>
> The greatest study is man, himself. My bias is that one learns more about man from studying the living, struggling creature than one gains—hour by hour—from books about man; hence my suggestion that the university make greater use of its surrounding human laboratory.

Also, several specific areas of concentration were mentioned:

> Take an active role in both research and action projects—a willingness at times to play a secondary role as resources for community-based projects and studies—some caution about not becoming entirely entangled in short-range, local action projects. Effort needed to involve departments not directly involved in urban studies (such as history).
>
> A sensitive and thorough recognition of the problems of the community. Perhaps a good hard look at the fact that the admissions requirements at the School of General Studies have excluded many minority employees from using one of the most valuable employee fringe benefits—tuition exemption.
>
> To strengthen its programs in early childhood training by teaching teachers and doing its own teaching of underprivileged children; to bring more, much more, medical and psychiatric aid to poorer areas of the city; to help the poor help themselves through social services. But this should not be for minority groups as such but for the poor, the uneducated, the unemployed, in general. We must stop thinking in terms of minorities, which is insulting, but in terms of helping those who need help. When we speak of "minorities," we are giving away our fear of people we do not really understand; we are not thinking of human beings who are no different from ourselves.

RELEVANCE OF FIELD TO URBAN AND ETHNIC STUDIES

The questionnaire also queried how, in the next five or ten years, the respondents thought their fields could contribute to urban and minority problems (if relevant). Their answers indicated that those in the professional schools saw their fields as more relevant than did those in the arts and sciences. The figures recorded were: In the arts and sciences 48 per cent (N=223) thought their fields relevant; in medicine, 67 per cent (N=308); in the unspecified professional schools, and others, 74 per cent (N=135); and in Teachers College, 92 per cent (N=157). Within the arts and sciences, however, those in the social sciences were as likely as those in some professional schools to consider their area relevant. The figures were: in the social sciences 75 per cent (N=63) thought their area relevant; in the humanities, 29 per cent (N=65); and in the natural sciences, 22 per cent (N=50).

Faculty Suggestions

The following are examples of the ways in which respondents thought their fields could contribute to urban and ethnic studies. Their suggestions are listed by department and professional school.

American Language Program	Teach language skills to minority groups.
Anthropology	Research on cultural style in the expressive arts as the key to an understanding of the black community on this continent.
Biochemistry	Apply biochemistry to such urban health problems as air and water pollution.
Biological Sciences	Evaluate the biological and other scientific risks and opportunities associated with the structure and planning of the urban environment.
East Asian Studies	Study the dynamics of political minority groups and of the urban community. Study of the economy of Japan and the less-developed countries of the world may provide insights into the analysis of policies for the United States.
Economics	Provide better understanding of the dynamics within the urban ghetto and between the ghetto and the rest of the metropolitan area. Provide better understanding of the functioning of the labor market and its role in determining the distribution of income, occupational wage differentials, poverty, etc.

	Provide a better understanding of the economics of an urbanized labor force.
	The concept of "neighborhood effects" (alias external economies or diseconomies) that can be measured at least approximately is central to the urban economy.
	Economics applied to manpower, business location and financing, urban renewal and transportation, and taxation.
English	Improve the general educational level of minority groups.
Geography	Urban geography as it deals with urban spatial relationships.
History	Study of the history of urban areas and the minority problems they have provoked.
	African history: of obvious relevance to the problems of the black ghettos; knowledge of Africa, both past and present, should be widely disseminated, among white students as much as Blacks.
Linguistics	Observe the sociolinguistic processes that take place in education; propose new teaching methods based on these analyses.
Music	Recruit black composers and offer them advanced study, a forum for performance, and discussion of their music.
Philosophy	Study in philosophy of ethical situations including the meaning and failures of democratic ideals (freedom versus equality); the moral limitations of "civil disobediance"; general issues in the philosophy of law; problems that involve both philosophical and psychological knowledge, e.g., the meaning of "self-identity" and how it is decreased in the "alienated" individual; and the question of alienation in general of the poor person, white or otherwise.
Physics (Applied)	Mass transportation studies and many similar problems.
Political Science	Study of the distribution of power and its consequences in urban society.

Psychology	Psychological investigations into causes of violence and repression of minorities.
Sociology	Research on the social and political processes of metropolitan regions.
	Research on new forms of "race relations," especially development of race pride and black institutions.
	Structure of racial and economic inequalities in New York City and other localities in the United States.
	Apply knowledge of organizations and principles of individual and collective behavior in helping cities manage programs that are devoted to the solution of problems.
	Make minority groups aware that they are being shortchanged by the present distribution of power; but, more than that, let them know how to deal practically with the situation they find themselves in with landlords, unions, and legislators.
Spanish	Broaden the knowledge of North American students of the Hispanic minority groups in the United States.
	Provide expertise in Hispanic culture, history, etc.
Theatre Arts	Involvement of theatre department with various kinds of communal theater, guerrilla theatre, etc.
Architecture	Increased concentration on the physical environment of the city.
	Encourage a more human (i.e., smaller) scale in buildings, neighborhoods, and the entire human environment so that all individuals feel they have weight in the decision-making processes.
Business	Develop a greater sensitivity in business students to the role of business management in urban society.
	Apply the field of Operations Research and Management Sciences to urban problems.
	Help minority businesses become successful, i.e., make black capitalism succeed.

	Help to bring black entrepreneurs into the business world on a sizeable scale.
Dentistry	Conduct research on how to bring dental services to the whole population and how to encompass disadvantaged populations in our professions.
Engineering	Personnel and labor relations: help end discrimination in hiring and tenure.
	Industrial: make the city suitable for continued manufacturing activities and thus provide it with a viable economic base.
	Chemical: focus on air pollution, waste disposal, and water supply.
	Mechanical: study problems of transportation and safety.
Journalism	Seek out young people in minority groups who have the potential to become competent journalists. .
	Conduct research and experimentation to develop newer, more-effective forms of urban mass communication.
	Study performance in broadcast journalism; focus on radio and television handling of urban and minority problems.
	Strengthen minority-group representation in the news media.
Law	Provide legal aid to the poor and lower middle class. Improve litigational institutions dealing unfairly with the poor.
	Apply constitutional law to minority rights and urban problems.
Library	Experiments and innovations in providing library service in urban areas and to minority groups and their organizations, especially in relation to education and information services of various kinds. Research on relationships of libraries, the communication media, and education to urban and minority problems.

Medicine

Better delivery of medical care: specifically, abandonment of clinic concept, use of appointment systems.

Recruit and train more professionals and lay individuals for leadership roles in community health and community mental health.

Continue research in the area of early identification of learning disabilities, prior to entrance into first grade.

Psychiatry: understanding of communication breakdown, social tension, etc.

Measure and relate psychopathology to social indices.

Continue service and research in methods of remotivating and influencing the social identity and social mobility of the disorganized slum family.

Better health education.

Develop sociomedical indicators of community health status.

Positively affect the social function of the psychically and socially disabled of the community.

Improve family planning. Reduce prenatal mortality among minority groups.

Preventive medicine (e.g., survey chest x-rays).

General involvement with community pediatric health programs.

Acquaint medical students not only with the patient as such but with his family and its problems. Community service, in the form of a medical center ambulance to meet emergencies.

Obstetrics and gynecology: preventive health care to mothers and to adolescents.

Better understanding of how nonwhite adolescents perceive themselves and their community, their health problems, etc.

Produce well-trained hospital administrators from minority groups.

	Study effects of air pollution on health.
	Study relations between basic psychiatric and behavioral problems and population dynamics.
	Research on environmental psychology, and studies or intergroup conflict.
	Concentrate on the area of community psychiatry.
	Develop better ways of meeting the emotional needs of children in urban settings.
Social Work	Social policy research and advocacy (including planning). Organizational research (service delivery systems). Direct service (community organization, group and case work).
	In the field of community organization, develop new approaches to neighborhood involvement in such issues as local control of schools and the development of financial institutions and organizations for change.
	Educate social workers to redesign services to improve the life of the ghetto population.
Education	Produce teachers much more attuned to the communities and their problems, and more competent to teach in them.
	Develop and evaluate remedial educational programs.

INTEREST IN WORKING IN URBAN AND ETHNIC STUDIES

Tables 15-16 relate to faculty and administration response to the following questions:

> Are there any research projects dealing with urban or minority affairs in which you would like to engage or have your students engage, if time and funds were available?
>
> Are there any new service or action projects which you think the University should undertake in which you would be interested in participating yourself?
>
> Would you be interested in participating in interdepartmental, interuniversity, or university-community cooperative arrangements?

TABLE 15

Faculty and Administration Interests in the Area of Urban or Minority Affairs

Interest	Response	Percentage
Urban or minority research	Yes	36
	Number	(791)
Service or action projects in urban or minority affairs	Yes	58
	Number	(473)
Cooperation with other groups	Yes	30
	Undecided	36
	No	34
	Number	(755)

TABLE 16

Faculty and Administration Interests in the Area of Urban or Minority Affairs, by University Affiliation (In Per Cent)

Interest	Response	Arts and Sciences	Medicine	Unspecified Professional Schools, Others	Teachers College
Urban or minority research	Yes	22	26	48	58
	Number	(222)	(293)	(132)	(138)
Service or action projects in urban or minority affairs	Yes	46	55	67	72
	Number	(126)	(166)	(35)	(92)
Cooperation with other groups	Yes	21	29	33	44
	Undecided	37	33	42	26
	No	42	38	24	20
	Number	(207)	(280)	(126)	(135)

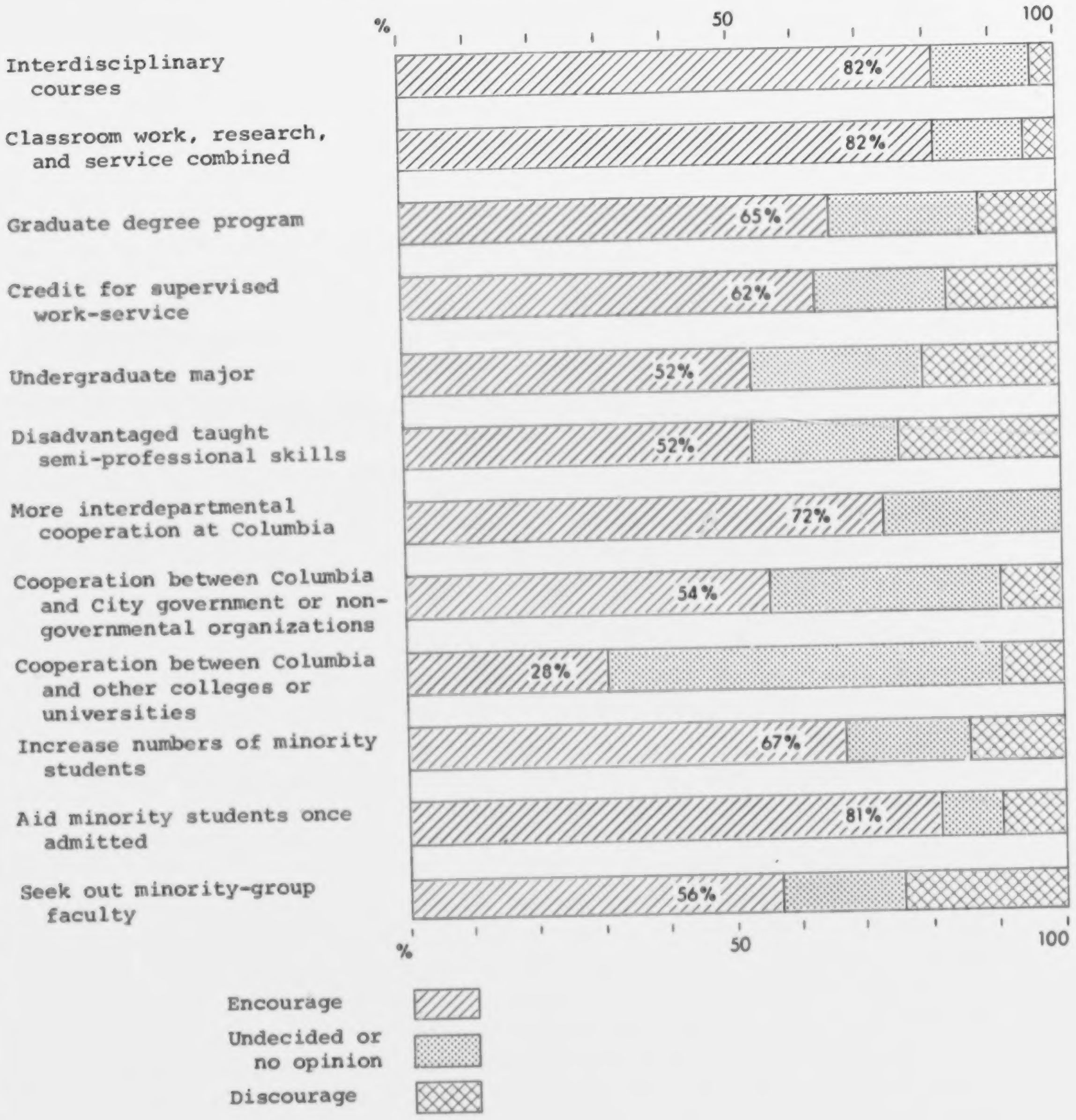
A majority of those favoring new service or action projects were interested in participating in them, except in the arts and sciences. Within the arts and sciences, those in the social and natural sciences have greater interest in such projects than those in the humanities. Half of those in the two sciences would be willing to participate in new service or action projects.

SUMMARY OF FIXED-CHOICE QUESTIONS

This chapter has presented the opinions and suggestions of the faculty, senior research personnel, and administration at Columbia on selected facets of

FIGURE 1

Faculty and Administration Attitudes Toward Aspects of Urban and Ethnic Affairs Programs (Questions with Two or Three Alternatives)



a program of urban and ethnic studies. Most of the information is based on responses to fixed-choice questions; these have been tabulated and analyzed according to the respondents' primary affiliations in the university, as well as their age, the length of time they have been at Columbia, and whether or not they have tenure.

Fixed-choice questions asked for opinions on whether or not a given action should be encouraged; in most cases a third, uncommitted response was possible. For two questions on allocation of resources, five alternative responses were offered.

Responses, by University Affiliation

Results for the thirteen questions of opinion that ask for approval or disapproval (with an uncommitted response allowable in eleven instances) are indicated in Table 17, which documents support for aspects of urban and ethnic affairs programs by 60 per cent or more of faculty and administration respondents according to their primary affiliation within the university. An "X" in the table designates such approval for the corresponding feature of urban and ethnic affairs. None of the features received fewer than two such "X" marks.

Percentages of disapproval were generally quite low. On the eleven questions offering three alternatives (a positive, a negative, and an uncommitted response), in only six instances out of a possible fourty-four was the rate of disapproval as high as 25 per cent. (The responses for the four affiliational groups to each of these eleven questions total 4 x 11, or 44.)

The remaining two questions of opinion asked the respondent to note a preferred allocation of funds out of five choices (in one question an "undecided" opinion was also offered). If the first alternative is considered a negative opinion (i.e., that *no* resources go to service or action programs in urban and ethnic studies, in one question, and to urban and ethnic studies programs, in the other question), then the range for rates of those disapproving the programs mentioned among the four categories of university affiliation were, respectively, 22-66 per cent and 30-15 per cent.

"Undecided" responses were highest on the two questions concerning cooperative activities: whether Columbia should cooperate with City or other agencies (a range of 32-37 per cent with no opinion in the four affiliational groups) and whether Columbia should cooperate with other colleges or universities (a 55-64 per cent range with no opinion among the four groups).

About one-fifth of those in the arts and sciences, medicine, and Teachers College were undecided on what the policy should be regarding recruiting of minority-group faculty in their department or school. In the four affiliational groups 20-35 per cent were undecided as to whether or not an undergraduate major in urban or ethnic studies should be encouraged, 18-25 per cent were undecided on training the disadvantaged in semiprofessional skills, and 18-26 per cent were undecided on a graduate degree program. There were very few instances where rates of disapproval exceeded rates of indecision or no opinion.

TABLE 17

Support for Aspects of Urban and Ethnic Affairs Programs by 60 Per Cent or More of Faculty and Administration Respondents, by University Affiliation[a]

Aspect of Program	Arts and Sciences	Medicine	Unspecified Professional Schools, Others	Teachers College
Classroom work, research, and service combined	X	X	X	X
Interdisciplinary courses	X	X	X	X
Graduate degree program	–	X	X	X
Credit for supervised work-service	–	X	–	X
New service or action programs	–	–	X	X
Cooperation between departments or schools within Columbia	X	X	X	X
Aid minority students once admitted	X	X	X	X
Increase number of minority students	X	X	X	X
Seek out minority-group faculty	–	–	X	X

[a] Of the other four questions of opinion with two or three response choices, all received at least 40 per cent approval for each of the four affiliational groups, with one exception: On the question of whether or not Columbia should cooperate with other academic institutions, in each affiliational group those with "no opinion" were in the majority.

Positive Response Rate of Interest in Urban and Ethnic Studies

As indicated previously, a majority in the professional schools and others thought their fields relevant to the study of urban and minority problems. Within the arts and sciences, three-quarters of those in the social sciences considered their field relevant. Although most respondents felt their fields could contribute to these studies, fewer were interested in becoming involved personally. Those who advocated new service or action projects were more likely to want to contribute.

Positive Response Rate Comparison by University Affiliation

In general, those in the arts and sciences or medicine were less likely to favor various aspects of a program of urban and ethnic studies than were those in the other professional schools, including Teachers College. On aspects of teaching, those in the arts and sciences had rates of encouragement as low, or lower, than any of the three other groups. (In three instances they shared this position with another group.) They had the highest rate of respondents who wanted *all* funds for urban and ethnic studies spent on teaching and research rather than on service or action. They were least willing of any group to see general funds spent for developing this program, to favor efforts to recruit minority students and faculty, and to want to participate in research, service, or cooperative arrangements related to this program.

Those in medicine were least likely to feel that new service and action projects should be started at Columbia. (Their rate was 9 per cent lower than was that for the arts and sciences.) On questions of cooperation, those in medicine showed slightly less interest than those in the arts and sciences in two out of the three items. Along with those in the arts and sciences, they were less willing to see aid given to minority students who were already admitted to Columbia than were the two other affiliational groups.

Divergence among the four different categories of affiliation on a single question ranged from 6 per cent (on whether there should be cooperation with New York City or other agencies) to 27 per cent (on new service or action programs Columbia should start). The median divergence was 15 per cent.

Differences According to Age, Length of Service, and Tenure Status*

In the three affiliational groups other than Teachers College, those who were younger, newer to Columbia, and nontenured tended to answer positively on various aspects of an urban and ethnic studies program. In Teachers College, this trend was often, although not always, reversed. Otherwise, where differences are fairly strong (i.e., where Tau Beta is .10 or more), the more established, in terms of age, service, or tenure, are always *less* apt to favor an item. In Teachers College, however, out of fifteen relationships of the strength mentioned above, thirteen are positive. Regarding the other three affiliational groups, there were occasional questions for which differences between ages, periods of service, and tenure and nontenure statuses were all strong.

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*Out of a possible fifty-seven relationships per affiliation (age, length of service, and tenure status are controlled in each of nineteen questions), in thirty-seven, or 67 per cent, in the arts and sciences and in thirty-four, or 60 per cent, in the unspecified professional schools and others, Tau Beta equals .10 or more (or -.10 or less). There were eighteen such relationships in medicine, or 32 per cent.

For the arts and sciences, out of a total of nineteen fixed-choice questions (which included those on opinions, on the relevance of one's field, and on willingness to take part in activities related to an urban or minority affairs program), there were eleven questions where strong differences between categories for all three statuses showed up. These were on the following topics:

Interdisciplinary courses
Credit for supervised work-service
Undergraduate major in urban and ethnic studies
Allocation of urban and ethnic studies funds for service and action programs
Allocation of general funds to urban and ethnic studies
Cooperation between departments or schools within Columbia
Cooperation between Columbia and other colleges or universities
Special efforts to recruit minority-group faculty
Relevance of own field to urban and ethnic studies
Interest in doing research in urban or minority affairs
Interest in participating in service or action projects

The conclusion may be reached that, by far, it was most often in the arts and sciences that dramatic differences of opinion between the more established and the less established were registered.

For those in medicine, only two questions showed differences between the more established and the less established for all three statuses (age, length of service, and tenure). These were on teaching interdisciplinary courses and combining classroom work with research and service.

For those in the unspecified professional schools and others, there were four such issues:

New service or action projects
Allocation of funds for service and action projects
Cooperation between departments or schools within Columbia
Interest in participating in service or action projects.

In Teachers College two questions revealed consistent differences and showed results contrary to those of the other affiliations. The more established (in terms of age, length of service, and tenure) were more likely than were the less established to approve new service or action projects and cooperation between different departments or schools within Columbia on urban and ethnic affairs programs.

In questions where an "undecided" opinion was permitted along with approval or disapproval of an item, there were very few instances where the rate of disapproval for part of an urban or minority affairs program was as high as the rate of approval was. These instances follow.

In the arts and sciences, among those forty-five years of age and over, and among those with at least ten years of service at Columbia, as many persons disapproved as approved of the establishment of an undergraduate major in urban and ethnic affairs. The same held true for those forty-five and over on the questions of teaching the disadvantaged semiprofessional skills and seeking out more minority-group faculty. In the unspecified professional schools and others, as many respondents disapproved as approved, among those with ten or more years of service at Columbia, of teaching the disadvantaged semiprofessional skills.

In no instance where an "undecided" opinion was an alternative was the rate of disapproval *higher* (by more than two percentage points) than was the rate of approval.

In the forced-choice questions, where the respondent had only the choice between approval and disapproval, again, there were relatively few instances where disapproval was as high or higher than the rate of approval. These instances follow.

In the arts and sciences, 55 per cent of those forty-five years of age and over did not think that Columbia should undertake new service or action programs. In addition, 52 per cent of those forty-five and over did not think there should be cooperation between departments or schools within Columbia on urban and ethnic affairs programs. In medicine, regardless of age, length of service, or tenure status, as many persons (or more) disapproved as approved of the start of new service or action programs at Columbia.

It is worth noting that, with the exception of the Medical School on the question of new service and action programs, none of the forced-choice questions showed those with tenure status with a rate of disapproval equal to, or greater than, the rate of approval of any aspect of urban and ethnic affairs programs. Since rank is a more precise indicator of academic achievement than is age or length of service at Columbia, it is interesting that these latter two characteristics (particularly age) are more highly associated with resistance to a small number of items suggested for urban and ethnic affairs programs than is academic standing.

NOTES

1. Gordon N. Mackenzie, "Curricular Change: Participants, Power and Process," in Matthew B. Miles, ed., *Innovation in Education* (New York: Teachers College Press, 1964), p. 402.

2. *Ibid.*, p. 409.

CHAPTER 3 STUDENT VIEWS

Camilla Auger

INTRODUCTION

Students, like faculty members, are both determiners of, and participants in, the curriculum change process. And university students occupy the almost contradictory position of being both the consumers and the product of the university's educational program. Recognition that any proposed change in Columbia's curriculum and organization would directly involve and affect students dictated that their views and opinions be included as a component of the Urban Center Curriculum Project design.

Student proposals for new curricula in urban and minority affairs were collected through a survey during spring, 1969. Formal and informal groups of students representing a spectrum of campus political opinion and a variety of disciplines were interviewed in depth. Specific needs and proposals stand out as consistent themes in the students' views. This chapter identifies the major themes and examines a few of their implications. The survey emphasized innovative ideas; the present discussion also focuses on those proposals that suggest possible trends for the future.

RESEARCH DESIGN

Open-ended interviews were used rather than a questionnaire, so that student opinions could be explored in depth and questions could be made as relevant as possible to the specific interests of each group. (For interviewers' guidelines, see pp. 237-39, below.) Some groups, for example, were primarily interested in discussing new courses, while others had considerable experience with community action projects and were more interested in analyzing the relation between Columbia and the community.

Interviews also provided an opportunity to explain the study in detail and to work out a basis for participation with some groups who were initially hostile to the project. A few groups, for example, wished simply to state their case against the use of any funds for academic work in urban and minority affairs at the university. The flexibility of the interview enabled students with these views to set up a framework of their own rather than answering the suggested questions.

Students were interviewed in groups because it was felt that group interviews would encourage an exchange of views and lead to more carefully considered, practical, and representative proposals. In addition, a number of groups already had formulated positions on some aspect of the problem. Figure 2 provides a list of the thirty Columbia student groups interviewed in the survey.

All interviewers were Columbia University students, generally sensitive to the implications of the issues within the university, and some were also members of the groups they interviewed. In a few cases groups wrote statements of their own to be added to the interviewers' reports.

The groups interviewed fall into two categories: formal and informal groups of students in specific schools or departments and independent, formal groups not affiliated with a specific school or department. Within each school or department, existing student groups were contacted first. Within the Graduate Faculties, for example, interviewers generally worked through the Graduate Student Union in each department, because the unions have been most concerned with curriculum changes within their departments and with changing perspectives within their disciplines. In those schools or departments where there were no formal groups, attempts were made to bring together all interested students for an interview meeting.

As many groups were contacted as was practical in the limited time available for the study. The choice of groups was based on their concern with some aspect of urban and minority affairs or curriculum reform. Beyond these central groups, groups of students were contacted in those schools and departments that, by virtue of their disciplines, were most likely to be involved in future curricula in urban and minority affairs.

The goal was to give all interested students the opportunity to express their views and present proposals rather than to poll a strictly representative sample of all students at the university. Detailed, concrete proposals and innovative ideas for change were considered more important than the distribution of opinions. Earlier quantitative studies found wide support among the general student body for the basic thrust of the ideas presented by the student groups. Table 18 gives some idea of the distribution of student opinion on curriculum changes.

Of the thirty groups that were interviewed, three—all independent organizations—refused to participate. Every attempt was made, in addition, to enable all interested students, whether affiliated with an organization or not, to express their views. Posters were put up throughout the university, and The Urban Center placed a notice in the Columbia *Spectator*, inviting any student wishing to do so to come for an individual interview at the Center.

FIGURE 2

Columbia Student Groups Interviewed for Survey[a]

BARNARD COLLEGE AND COLUMBIA COLLEGE

Barnard Organization of Soul Sisters (BOSS)
Citizenship Council
Citizenship Council Committee for Research
Columbia University Forum
Committee for a Relevant Education

SCHOOL OF GENERAL STUDIES

Sociology Students Union

GRADUATE FACULTIES

Anthropology Department
Economics Department
History Department
Public Law and Government Department
Sociology Department

TEACHERS COLLEGE

Black Representation Organization (BRO)
Committee for a Relevant Education

PROFESSIONAL SCHOOLS

Architecture
Arts
Business
Engineering
Journalism
Law (BALSA)
Physicians and Surgeons
Public Health
Social Work

INDEPENDENT GROUPS

Double Discovery
Project on Columbia Structure
Radical Action Cooperation
Students' Afro-American Society (SAS)
Students for a Democratic Society (SDS)
Students for a Restructured University
Students for Columbia
Students for McCarthy

[a] Information from Camilla Auger, Allen H. Barton, and Raymond I. Maurice, "The Nature of the Student Movement and Radical Proposals for Change at Columbia University" (paper presented at the annual meeting of the American Sociological Association, 1968). This paper is based on a study supported primarily by Students for a Restructured University. The Executive Committee of the Columbia Faculty and The Urban Center also contributed funds for specific sections of the research.

TABLE 18

Student Attitudes Toward Curriculum Changes, by Level of Activism in Spring, 1968[a]
(In Per Cent)

Curriculum Change	Level of Activism					Total
	Arrested	Participated	Supported	Opposed	Active Opposition	
More interdisciplinary courses should be offered	93	86	78	68	69	77
Students should be given more opportunity for independent work	94	88	82	71	71	79
A certain number of courses should be designed *jointly* by faculty and students	97	92	90	68	66	82
More courses should explore problems rather than transmit information	95	88	88	68	58	79
Students should be able to get academic credit for specific types of work in the community	81	69	65	39	30	55
There should be more opportunity for practical application of what is taught in class	88	81	79	66	66	75
Students should be able to fill more requirements by passing an examination rather than taking a whole course	74	67	65	53	52	61
Students should be able to take courses for a pass/fail grade rather than a letter grade	90	87	80	59	66	75
Letter and numerical grades should be abolished altogether	79	65	49	28	28	46
Total number of cases upon which percentages in each row are based	(108)	(894)	(1,217)	(1,060)	(315)	(3,594)

[a] Each row shows the percentage of students that mildly and strongly agree to each curriculum change; the other response choices were mildly and strongly disagree.

Source: Camilla Auger, Allen H. Barton, and Raymond I. Maurice, "The Nature of the Student Movement and Radical Proposals for Change at Columbia University" (paper presented at the annual meeting of the American Sociological Association, 1968). This paper is based on a study supported primarily by Students for a Restructured University. The Executive Committee of the Columbia Faculty and The Urban Center also contributed funds for specific sections of the research.

THE GOAL OF NEW CURRICULA: SOCIAL ACTION AS EDUCATION

For the purpose of the study, curricula was defined as any university-sponsored activity that contributes to the learning experience of the student. This broad definition includes consideration of research and community service programs in addition to courses.

In the view of most students interviewed, the goal of new curricula should be not only to educate students in urban and minority affairs but also to contribute to the solution of social problems. Although the training of personnel can be considered a long-range contribution, most students believed that there was an urgent need for more immediate, practical social action. In the case of an urban university such as Columbia, the most obvious place to begin to solve social problems is in the surrounding community.

Although the goals of effective social action and academic education often conflict in terms of specific practical considerations, most of the students felt strongly that community service should be an essential and integral part of any program in urban and minority affairs. Indeed, this attitude was fundamental to most of the student proposals. In the opinion of the author, the productive combination of education and social action represents the most promising and, at the same time, the most challenging idea for new curricula.

The students offered a number of practical ideas about the possible educational and social contributions of new curricula. They proposed that an ideal program in urban and minority affairs should include both course work and community service projects and that both aspects of the program should be interdisciplinary and action oriented.

Interdisciplinary Character of the Program

The need for a program that is interdisciplinary in character was emphasized more often than was any other aspect. Students expressed interest in exploration beyond the confines of their own disciplines at every level from theory to applied research. The extent of this interest is confirmed by the study of Columbia students reported in Table 18, which found that 77 per cent of all students agree that more interdisciplinary courses are needed at the university. An interdisciplinary approach is especially important in the case of urban and minority problems because such problems cut across many fields, and the development of practical solutions is not likely to result from isolated work within different specialties.

Interdisciplinary teams are particularly well suited to community service programs. Social science students expressed interest in interdisciplinary teams that cut across departmental lines and that also include students from the professional schools, whose practical training could broaden the scope of the research. For example, social science students could work with architecture students on problems of urban planning. Law and medical students suggested that knowledge of social science would add a useful dimension to their own work.

Learning Through Socially Relevant Experience

Students at all levels, but particularly those in the professional schools, expressed a desire to supplement their academic training with greater practical experience and, at the same time, to develop a greater understanding of urban and minority problems. They noted that their professional training was generally insulated from the problems of the city and from the minority groups in their own community. In addition, many of them go on to practice in elite settings and, as a result, normally have little exposure to urban problems at any point in their career.

It was proposed that students could gain practical experience in areas related to their discipline through participation in community programs. This plan would both benefit community residents and provide students with an opportunity to apply their technical training. The latter would be particularly useful to students in the professional schools, who argued that it was difficult for them to take courses outside their disciplines because of their heavy program of requirements.

In the author's opinion, community service programs could also provide social science students with the opportunity for experience in research designed to answer the practical policy questions of government, social service agencies, and, above all, the community itself. The students were quick to point out that urban minority groups are far more in need of researchers dedicated to their interests than are government or private agencies.

Academic credit should be provided for participation in community programs. Ideally, students should be able to use such work to fulfill some of their basic requirements. The major advantage of providing academic credit is that it enables and encourages students to devote considerable time and energy to these projects rather than merely to take a superficial interest in them.

Bringing the Community In

In addition to providing an opportunity for students to work in the community, it was proposed that community members, and others not usually considered qualified to serve as faculty, could work at the university in several capacities. It was suggested, for example, that they could act as language-practice partners for medical students learning Spanish and as consultants in courses, to direct the professor and students to sources of information and to advise them on working with the community. Community residents with specific areas of expertise could be invited to the university as guest lecturers or as co-instructors in courses devoted to some aspect of the community. An example of such a course would be an analysis of community organizing techniques.

The Importance of Practical Experience

One particularly interesting aspect of these student proposals is that they suggest a distrust for purely academic training and an increasing respect for direct experience as a supplementary method of learning for students or as a criterion of expertise for teachers. Two different levels of experience are implicit. The first is practical experience in a specific area of work, such as community organizing and politics. This form of experience is regarded as an extremely important supplement to the students' academic work and also qualifies an individual to instruct students in this area. The other level of experience is the psychological experience of being a minority-group member subjected to discrimination and poverty. This experience is seen to provide the individual with a unique perspective in the area of urban and minority affairs and qualifies him to have an important voice in the design and execution of programs in these areas.

Although many students believe that they would be able to learn more relevant material faster through direct experience in the community, there is no reason to see this proposal as a choice between action and analysis. Ideally, the university could provide a place to analyse and synthesize what has been learned through practice in a nonacademic situation.

WHAT THE UNIVERSITY CAN OFFER THE COMMUNITY

One serious obstacle to collaboration between the university and the community is the apparently increasing fear and suspicion with which many community members regard student services. Attempts to involve students in programs that could be useful to both the community and the students may be viewed by the community as second-class service or, worse, experimentation at their expense.

Some of the students were also pessimistic about the ability of the university to develop programs of benefit to the community. These students argued that immediate political and social benefit to the community should take precedence over educational considerations. They felt that any available funds in urban and minority affairs should be given directly to the community rather than devoted to further academic work at any institution. In their view, the past actions and present interest of the university make it especially difficult for Columbia to play a positive role in the community. They were also skeptical that The Urban Center would actually use student ideas. Despite their pessimism, almost all of these students agreed, for the sake of the argument, to consider The Ford Foundation grant to Columbia as given and to offer proposals on that basis.

Almost all of the students felt that the university should provide information and expertise only, not political leadership. It is interesting to note that students on the right agree, for once, with students on the left about the nature of the service that the university can and should provide the community. They reach the same conclusion for different reasons, of course. Students on the right want political questions left to the government, whereas those on the left believe that the community should be allowed to develop its own leadership and political directions without external interference.

Students on the left see political organization as the fundamental need of the community. Toward this end, they recommend that the community be provided with information and expertise to realize its goals and to give it a better chance in dealing with the government and other institutions. They also suggest that community representatives be given considerable control over the initiation and administration of any service programs that the university is prepared to offer. It is crucial, they believe, that the community make its own decisions about what help it will accept from the university. Considering the fear and suspicion with which many vocal community members regard proposals from the university, this approach seems practical and realistic.

It was suggested by a number of groups that the university was ideally suited to provide a data center for the collection, analysis, and distribution of information on all aspects of community development and experimental solutions to social problems. The center could compile information on the methods and outcome of innovative programs in urban and minority affairs, to be made available for purposes of research or action within the university or the community. At the present time, it is difficult to find out what is being done not only nationally or internationally but also in other schools and departments at Columbia.

In addition to information, such a center could provide technical expertise on a faculty or student level to fill the needs of the community. Community residents should be asked what types of information they most need, and provisions should be made so that the center could respond to the changing needs of the community by adding new types of data and related services. The most direct way to achieve responsiveness in the program is to have community representatives on the center's board. The information needs of students and faculty, in turn, would be served by having community members with expertise in certain areas employed at the center.

Some students envisioned a more politically active form of community service. These students would like to participate in community efforts to work for basic social change through political or legal channels. Although, in the author's opinion, it might be both impractical and undesirable for the university to become officially involved in political or legal causes beyond the inevitable political implication of its normal activities, there is no reason why students should not become involved in the more political aspects of social change. The educational experience of students could be considerably broadened by such activity.

THE SOCIAL AND POLITICAL CONTEXT OF EDUCATION

Many students interviewed were extremely sensitive to the social and political implications of academic and community service programs. For these students, the social and political context of their education is as important as is the substance of new curricula. Insofar as this issue is directly relevant to new curricula in urban and minority affairs, it can be divided into two major aspects: the context of education within the university and the context of education in terms of the university's relation to the community.

Political Context Within the University

Within the university the most obvious aspect of the context is the equitable representation of minority groups among the faculty and students. One group noted that poor urban whites should be included in this category. Recruitment of minority-group members was viewed by students as a minimum expression of university commitment.

In the past the recruitment of minority-group students was undertaken in order to help *them* to gain a better education or to work at the top universities. It is still viewed primarily in that light by many students. Some students, however, now take the approach that Columbia must recruit both faculty and students from minority groups, because their presence will bring greater diversity to the university and will generally enrich the educational experience of all students.

With regard to minority students, it was proposed not only that they be actively encouraged to come to Columbia but also that those with poor academic preparation be given a greater amount of special attention once they have been admitted. One supplementary report on this topic by a black engineering student discusses the urgent need for remedial programs, continued counseling, and financial aid.[1] It was further recommended that student groups, such as Students' Afro-American Society (SAS), play an important role in the recruiting process and in determining the character of the special programs that Columbia offers minority students.

Political Context Outside the University

The immediate external social and political context is the community. Many students view as hypocritical any educational program in urban and minority affairs that the university might initiate without first coming to terms politically with the community. As students see it, not only is the university more powerful than the community, but the fundamental interests of the university, specifically expansion, are in conflict with the interests of the community.

Students who see the situation in this light feel so strongly about it that their views must be taken seriously by university planners, regardless of whether they agree. An equitable settlement that is open and visible to students and community alike is clearly a basic prerequisite to any meaningful program in urban and minority affairs at Columbia. Without such a settlement, Columbia will have little credibility in the community and will be unable to collaborate with community leaders on useful programs in the future. Without such collaboration, it is very unlikely that the students who could be the most interested and active members of new programs would participate.

A device such as The Community Development Corporation, suggested by a group at the Law School, might prove feasible as a solution to conflict over expansion. The Corporation would consist of community and university representatives, who would mutually plan the long-range development of the Morningside Heights area. The goal would be to achieve greater social and physical integration between the university and the community.

ADMINISTRATIVE CONSIDERATIONS

Students complained about the difficulty of learning about courses concerned with urban and minority affairs currently offered by the university and of registering for them once these courses have been found. In view of this complaint, The Urban Center could provide a simple and immediate service by producing a catalogue of courses and community service programs. An inventory of courses offered at all schools and colleges of Columbia University has been prepared as a separate part of the Urban Center Curriculum Project report and could be used as the basis for such a catalogue. Ideally, a member of the Center staff should be available to help students with registration problems.

In terms of more long-range plans, students proposed that an undergraduate major be established in urban and minority affairs. Many others suggested that master's and doctoral degrees be granted in these areas and that a program be set up within a separate school or institute created for that purpose.

In general, students were suspicious of the existing academic structure at Columbia and indicated this by their numerous suggestions that new programs should not be put under the control of any single department. To some degree, this is due to the almost unanimous concern for keeping new programs interdisciplinary, but in many cases it is the result of a fear that the flexibility and innovativeness of new curricula would be restricted by the rigidity that, in the view of students, characterizes the established departments. Students want to be free to design their own programs and to explore courses in as many schools and departments as possible.

A program in urban and minority affairs, then, should fulfill two criteria in terms of administrative structure. It should enable students who wish to work full-time in these areas to receive an advanced degree and, at the same time, be flexible enough to permit students from the professional schools to participate in the program on a number of levels. In addition, the structure of the program should maximize innovativeness and responsiveness to the changing needs of the students and the urban community. In keeping with the goals of flexibility and responsiveness, the students proposed that they, as well as community members, be represented on the program committees and be permitted to vote on all basic policy decisions.

NOTE

1. George H. Scurlock, Jr., "The School of Engineering at Columbia University and the Black Student," in Camilla Auger, ed., *Report on Student Proposals for New Curricula in Urban and Minority Affairs* (New York: Bureau of Applied Social Research research report, Columbia University, 1969).

CHAPTER 4 THE VIEW FROM HARLEM

Raymond H. Giles, Jr.*

INTRODUCTION

Recognizing that proximal communities, be they urban or rural, are directly affected in a variety of ways by the very existence of a large university like Columbia, the Urban Center Curriculum Project staff realized very early that recommendations to Columbia concerning new curricula in urban and ethnic studies must take cognizance of the opinions of community residents. Proximal communities are not only affected by issues like the university's physical space needs, admissions requirements, and hiring practices. The university's educational program—the training and experiences it provides for its students—has a direct impact on the lives of community people.

During their years at Columbia, students from many different geographical and attitudinal backgrounds interact in a variety of ways with individuals and groups in the surrounding community. In addition, upon graduation, many of these students assume societal roles that directly affect the quality of life in that or a similar community. When (as is the case of the community contiguous to Columbia) that community is Harlem, U.S.A.—an ultraurban, predominantly black, predominantly poor, culturally conflicting city within a city—the impact of a large, powerful, wealthy, predominantly white university assumes significant proportions.

Harlem is the essence of, is subjected to, and contains within its own boundaries all of the complexities and contradictions of inner-city life. Competing political, economic, social, and intellectual interests and goals strive for articulation and implementation, while abject poverty and deprivation cry for attention. The problems of crime, corruption, drug addiction, and police brutality, together with inadequate housing, sanitation, employment, and education, all compounded by highly visible manifestations of social and racial inequities, have historically been exacerbated for Harlem residents by the

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*The author is grateful for the help of William Plummer, Donald Armfield, Evelyn Jackson, and Ruth Webb in preparing this chapter.

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institutionalized civic indifference or ethnocentric antagonism of the individuals, groups, and institutions with which Harlem must share the greater New York metropolitan area.

Indeed, Columbia University's determination in 1967-68 to build a gym in Morningside Park was viewed by Harlem residents as just another episode in a long history of institutional indifference to individual rights, of a large corporation's indifference to poor people's living conditions, and of white folk's indifference to black folk's existence. Although there had been some overt expressions of community disapproval of Columbia's intention, institutionalized frustration (traumatization) and real confusion concerning whether a Columbia gym would benefit the community rendered community protest ineffectual, by and large, until Columbia students, both black and white, precipitated the Columbia crisis of 1968 by shutting down the university.

In the aftermath of this crisis, the rhetorical adherence to a commitment "to turn the university around"—to make it more responsive to the needs of an increasingly urban, increasingly ethnic-conscious America—produced a climate among segments of the university community within which research for this survey could be undertaken.

The information contained in this chapter is based upon field work conducted by Raymond H. Giles, Jr., and the staff of Community Educational Associates, Inc. (CEA), in conjunction with members of the Urban Center Curriculum Project staff. The survey of the black community in Harlem was designed to ascertain community opinion concerning ways in which local colleges and universities, such as Columbia, can develop viable programs in urban and black studies that will meet the needs of both the university student and the proximal community. Thus, the survey assumed that the university could become more responsive to the needs of urban communities directly through its educational program. Such an assumption does not negate other areas, such as hiring and purchasing practices, in which university responsiveness to the community can be demonstrated; it merely emphasizes the author's bias that today's university student should not be educated in isolation or ignorance of the world around him.

METHOD OF CONDUCTING SURVEY

Information Solicited

The survey was designed to answer two key questions:

What is the community's definition and perception of need?

In what ways can curricula of local colleges be modified to help make university programs more relevant to community needs?

An interview schedule was developed to obtain information related to needs in the following areas: education, housing, health, cultural enrichment, social welfare, recreation, community organization, and legal services.

Answers to the following questions, as they relate to the areas listed above, were solicited:

> What ideas and suggestions are there for the way colleges can best prepare students for work and service in these fields in the community?
>
> What role does the community feel local colleges could assume in helping to prepare students to deliver services to meet needs in these areas?
>
> Besides training students, what kinds of help does the community feel local colleges could provide that would be useful in accomplishing community goals?
>
> What, if anything, has been or is presently being done by the community to solicit support from local colleges and universities?
>
> On what basis is the community willing to accept the cooperation of local colleges?
>
> In what way, if any, are local community agencies presently cooperating with colleges and universities?
>
> What kinds of problems are faced by community agencies in seeking and obtaining technical assistance and services from local colleges and universities?

Selecting the Sample

The community, as defined for the purpose of this survey, comprises the area serviced by the Central Harlem Community Corporation. This area is subdivided into five smaller areas corresponding with the five local health districts represented and serviced by five neighborhood boards. Although not all of the organizations selected for the sample were located within this geographical area, all of the agencies contacted provide services to residents within it.

The sixty agencies selected were chosen from as complete a listing of agencies serving the Harlem community as it was possible to obtain. (For a list of the agencies contacted, see pp. 243-51, below.) In selecting these agencies, members of the five neighborhood boards, the community coordinators in School Districts 5 and 6, and members of HARYOU, Inc., were consulted. Geographical distribution, as well as types of services offered, were also considered.

Recording Community Opinion

Representatives or spokesmen at each of the agencies were contacted initially through a letter of introduction explaining the purpose of the survey. (See p. 252, below.) Appointments for interviews were then made with the designated person in each agency. Black staff members of CEA served as interviewers. Each used an interview schedule that listed the kinds of questions to be used as a guide for soliciting the desired information. (See pp. 253-55, below.) The interviews were conducted in an open-ended manner designed to produce a climate conducive to frank discussion of the problem area.

A written summary of each interview was sent back to each interviewee for final review and comment. In cases where the respondents felt their views had not been accurately expressed, the summaries were revised, and a letter was sent to each respondent thanking him for his participation. (See p. 256, below.)

Although the community response was cooperative, some skepticism regarding the sincerity of Columbia University's motives was openly expressed. There was considerable doubt concerning the willingness of Columbia to incorporate community criticism into its planning. The interviewers, however, were in all cases well received.

GENERAL FINDINGS

The response indicated that many responsible leaders in the black community hold the local colleges and universities directly or indirectly responsible for many of the community's social, political, and economic problems. From the community's point of view, the very existence of a black ghetto bears witness to the racist structure of American society—a structure that colleges and universities have been instrumental in perpetuating. It would appear that members of the black community feel that past overtures of assistance by industrial, governmental, and educational institutions have, by and large, been insincere. Thus, programs that include so-called opportunities for cooperative learning have in reality done little to bring about partnership relationships. Indeed, most programs of this nature appear to have contributed to the perpetuation of a system in which the establishment maintains absolute control and direction.

One major conclusion that can be drawn from the findings of this survey is that people in the community will still speak when spoken to. A university may not agree with, or like, what it hears, but community feelings about the university are frequently strong, and a careful reading of them may make it possible to understand why the community feels the way it does and how it perceives its problems and their causes. Perhaps more important, such a reading indicates the terms upon which true university-community cooperation can be based.

Two recurrent themes run through the comments of community people. The first theme concerns the existence in the community of many actual or potential leaders, who should be identified and involved in both planning and implementing university-community projects. That these persons often lack the formal education and style of professional interaction that would facilitate participation in such joint projects is not seen as a deterrent. Instead, university programs must be set up to inculcate such skills, thereby helping to equip indigenous leaders to utilize better the skills of college-trained professionals. The findings of the survey also seem to indicate that, in order to cooperate with the community, colleges will have to accept the community view of what kind of leadership training and community organization skills are needed, including the kind of political expertise necessary to "beat the system" responsible for the present condition.

The second theme deals with the university's tendency to train students for community work in academic isolation. All the community groups interviewed indicated a willingness to cooperate with the university in training students planning to enter community service. In fact, most believed that direct experience in the community was essential and that education for all students must be broadened to include knowledge of the philosophy, objectives, and activities of inner-city people and their programs.

Opinions about ways in which a university could improve its relationship with the community fall into several broad categories. The following is a selection of responses and comments intended to convey community sentiment on a range of issues. For the most part, verbatim comments have been included.

University Relations with the Community in General

"The problem of communication is not restricted to black communities. It is natural for poor people in any community to feel alienated from colleges. This feeling is naturally intensified when race is an additional factor."

"One way in which Columbia could communicate with the community would be through town meetings held in Harlem. The present system, which allows fragmented information to sift down to the community through various intermediaries, is a very poor way in which to deal and interact with the Harlem community."

University Relations with Agencies and Officials

> I am appalled that an explosion has not occurred sooner. Although these institutions—local colleges and universities—are "in" the community, they are not "of" the community and they seldom, if ever, involve indigenous community people in their activities. This

> accusation is not personal in that I do not know firsthand just what Columbia, for example, is or is not doing. But this very lack of knowledge is the source of the problem. We *should* know. University people have not seen fit to involve those of us who are directly affected by their decisions and their deliberations; consequently we have been left with rumors of their actions.

When Percy Sutton, Borough President of Manhattan, was interviewed, he stated that during his years as Borough President of Manhattan he had been interviewed by, or participated in, conferences and meetings with Columbia University people on at least fourteen different occasions. He did not doubt that this time a sincere effort was being made to solicit information that could be used to the advantage of both the university and the surrounding community, but since none of the recommendations or statements he had made with regard to community problems had ever been acted upon by Columbia, he reasoned that Columbia itself was either insincere or extraordinarily slow in implementing recommendations. Consequently, he declined to be interviewed again.

Another respondent reported that several officials of her agency had attempted by telephone to get information about activities at various colleges. University telephone operators were not able to provide such information nor did they know who could. Thus, these operators often refer inquiries to several different people, none of whom is helpful.

Another respondent stated that "it is important to point out the terms under which most agencies could consider cooperation with the university acceptable. By and large, when such terms have been articulated and understood, more effective communication has taken place."

Involving the Black Community

"Communities are not interested in merely having someone do a good job *for* them. All programs must have full community participation at the planning and policy-making stage."

"Perhaps one way to involve community people at the planning level is to include community people on various college committees. Another may be to set up a special advisory committee composed of community people. Organizational change is effected from the top, thus people of the Harlem community must be trustees on university boards, and different criteria must be set up in order to allow them to participate."

"I think universities should have an ad hoc committee to work out guidelines for community approval of university proposals. This committee should be made up of interested people from the university as well as community people."

"They—university people—need to deal less with the 'acceptable niggers' and deal more with the 'street-corner niggers.' "

Student Involvement in the Community

"What is important is the effect that college students have on the people in the program. Students who worked in a program across th[illegible]eet were doing so only to fulfill the requirements of a course. There has been a lack of continuity in their efforts because of the way their field work is set up by the university. Short-term efforts within the framework of a course are not sufficient and may be even damaging."

"Some agencies serve as training grounds for college students who do field work. In many cases, these agencies do not benefit from helping these students because the students go elsewhere to work once they finish college."

"The local universities and colleges need experience in the community. The method by which colleges could get such experience is through involvement. If colleges could make themselves available on community terms, they would learn the ways in which they could become relevant."

"When students (with appropriate training) come to the community to be of service, they must come with a spirit of cooperation. They must not attempt to impose their ideas. They must be aware of the fact that there is as much to learn as to contribute."

Areas of Community Need

Legal Services

"The community needs college students trained to provide legal services for the poor, to help eliminate consumer fraud, to disseminate information concerning housing laws, to undertake research projects, and to collect information about specific housing problems. If local colleges were to undertake the training of students to provide these services, there would undoubtedly be places for them in various agencies in this community."

"Law students of Columbia could go into the local police station and counsel arrested persons about their constitutional rights. By making such real contributions to the community, they could build up the trust of the community. The ties and kinds of involvement that need to be made could probably best be done through college students because they tend to be more socially oriented."

Extension Programs

"Before Columbia began its School of General Studies, it had an extension program that didn't offer a degree but was inexpensive and offered its students a certificate. A new program similar to the extension program might be of value to the people in the Harlem community. One important change should be made, however; one or several buildings for an extension program should be placed in Harlem. The program could be called the University Extension Division in Harlem."

College Placement

"A program is needed to train local people to counsel black youngsters about prospective college opportunities. College placement services are vitally needed."

"Local colleges could do more to facilitate the admission of students from the Central Harlem area. Many of the difficulties faced by local colleges are precisely because their student population does not reflect the character of the surrounding black and Spanish-speaking community."

"A local college could be of help to agencies that serve youngsters by providing testing facilities. A post-high school program designed to aid inner-city youth qualify for college is also needed. The program should be located at the local college or university. Some, if not all, of the courses should be given during the evening. A program of this type would help students with poor or unsuitable high school records and alleviate some of the difficulties experienced by community college placement agencies."

Paraprofessional Training

"Local colleges could be of assistance by providing a curriculum to adequately train paraprofessionals. Most existent programs focus on training the paraprofessional to relate to school children, to welfare recipients—in a sense, to other community persons. However, paraprofessionals also need training that will enable them to relate to, and work with, professionals. Another goal for such training programs would be the preparation of paraprofessionals for advancement rather than for dead-end jobs. Thus, new curricula for such programs are needed."

Some General Observations

"It is important for university people to know how the black man sees himself. To accomplish this, a great deal of change is required. There is a need to effect fundamental changes in the system to eliminate the lies and to treat black people as if they are human. When we re-evaluate what we are all about, then we can re-evaluate goals."

"Community problems affect the college in that they inconvenience and annoy it! The college is pro-college and cannot work for the advantage of the community. When we discuss interests, we must determine whose interests we are talking about. The community's interest is one thing; a university's is something else."

"The university must be concerned with the community and the conditions that prevail, because the community constitutes the society in which the products of the university will eventually have to function."

SPECIFIC IDEAS FOR CURRICULUM CHANGE IN URBAN AND ETHNIC AFFAIRS

The comments recorded above demonstrate a range of community opinion regarding university-community relationships. It is clear that, even when community people decry the proximity of a large, predominantly white university, they appear to expect and to believe that the university's educational program can, through joint efforts, be rendered more responsive to the needs of black people. Consequently, when queried about the specific ways in which such change can occur, the following concrete proposals were articulated:

(1) *Teacher Training Programs in Basic English, Science, and Math*: These should be designed to provide adults in the Harlem community with sufficiently improved skills to increase their effectiveness as employees and to improve their skills for new job opportunities.

(2) *Black American and African History and Culture*: A program should be designed to give community residents increased knowledge about the Black American and his contribution to American society. This would, of course, include some elements of the African heritage of the Afro-American. Many community leaders are convinced that a fuller knowledge of the importance and role of the black man in American history, as well as in world history, would go a long way toward producing the constructive self-image and confidence required for full and effective citizenship. Such courses should also be offered to college students. In both the construction and implementation of Black Studies courses, colleges should draw on community resources like artists, poets, sculptors, and historians for content enrichment.

(3) *Training of Teachers to Supervise Tutorial Programs*: There is a need for programs designed to improve the reading skills of elementary, junior, and senior high school students. Columbia University's supervision of the Benjamin Franklin High School tutorial program is a model; community representatives would welcome the same kind of support for a tutorial program in their respective agencies.

(4) *Courses and Programs in Police-Community Relations*: In addition to courses on law enforcement, members of the Police Department have indicated a need and willingness to cooperate with local colleges in clinics for improving citizen participation in law enforcement and to bring about better understanding of the role of policemen in the community.

(5) *Language Programs*: Courses in Spanish could be useful to some of the black youth. There is also a vital need to provide courses in English as a foreign language for Spanish-American youths. In addition to the language skills acquired through these courses, the community obviously hopes to improve relationships between the two communities, as well as with the local colleges, and, in so doing, to break down the present "Mason-Dixon Line"

separating Blacks, Puerto Ricans, and college students who live and work in the same area.

(6) *Counseling*: One of the most urgent needs in the community seems to be a flexible and effective youth guidance and counseling service. Some agencies would like to provide young counselors to work in the community, who would seek out young people whose leisure time could be put to more constructive use. The intent of such intervention would be to discourage the formation of gangs and the present hostility between different elements within the youth community.

(7) *Job Tutoring Service*: Almost all of the agencies concerned with employment pointed out a need on the part of many community residents for technical assistance in securing civil service jobs. Assistance on ways to complete application forms and how to take and pass required examinations is sorely needed.

(8) *Family Problem-Mental Health Clinic Center*: Some of the problems faced by Harlem residents include illegitimacy, alcoholism, drug addiction, and gambling. These problems require specialized guidance and attention. The local colleges could make available a center to conduct family problem and mental health services. Through these centers the assistance of psychiatric social workers, along with special help from the Mental Health Association and from community resources, could be mobilized and coordinated. Such a center, necessary for community people, could also serve as field placement assignments for college students and could be used for the training of paraprofessionals as well.

(9) *Recreational Programs*: There is a need to develop and staff continuing programs of recreational activities, including sports, drama, and music, that will attract youngsters who are not participating in the more formal existing programs.

(10) *Teacher Training Institute*: One serious school problem in the Harlem community results from the annual influx of new teachers, who have insufficient knowledge about what the community is, who the people are, and what their aspirations, goals, and problems are. A teacher training institute conducted in cooperation with local colleges could provide an extremely useful resource for training and retraining new teachers coming into the area. The experience of those persons and agencies who have worked in the community could be a valuable component in rendering teachers better able to relate to the children and their parents.

(11) *Community Relations Center*: A division or center for the coordination of all college-community activities, including field work and student volunteer services, should be established on the campus of each local college and university. This center could also serve as an initial point of contact for those persons, agencies, and organizations in the community who might wish to obtain information from a single informed source regarding the kinds of activities that various parts of the university could undertake or are undertaking in the community.

(12) *Community Newsletter*: Knowledge of the programs, projects, plans, and activities of local colleges in the Harlem community would be useful both to community and to university people. The existing void

suggests a need for the joint publication of a newsletter by the university and the community. A newsletter could be used by community agencies to publicize community activities of interest to the university.

Distribution of the results of this survey and of future university reports to each of the participating community agencies would demonstrate the university's good faith in sharing, and hopefully acting upon, community suggestions and ideas.

CHAPTER 5 VIEWS FROM THE PUERTO RICAN COMMUNITY

Jose A. Toro

INTRODUCTION

This chapter contains the results of a survey undertaken to elicit opinions, ideas, and suggestions from individuals in New York City's Puerto Rican community in order to assist Columbia University in modifying, supplementing, or innovating its curriculum to prepare some of its graduates for work and service appropriate to the needs of minority communities in the city. This survey attempts to solicit the views of community people on the interaction that an institution of higher education could have with the Puerto Rican community in New York City. The main topics covered in the survey, which was conducted by interviews, were: (1) the past and present avenues of interaction between the Puerto Rican community and urban universities; (2) the needs of the community and how a university could help alleviate these needs; and (3) what the community people expect from college graduates who come to work in the community.

The Puerto Rican population is citywide, scattered throughout the five boroughs; no one identifiable geographical area houses a majority of the group. For this reason, its organizations have tended to be citywide, with their members coming from different areas of the city. The same is true of its activities, which are many times citywide affairs and which draw their participants from every neighborhood and borough. The population is, therefore, not concentrated in any one area that would be identifiable with the traditional ghetto of an immigrant or migrant group. Accordingly, the interviewees in the survey were selected to ensure the broadest community representation possible in keeping with this pattern.

Many of the interviewees were identified on the basis of their positions and prominence in the Puerto Rican community or through their involvement in the affairs of the community. At least one-third were residents of Puerto Rican neighborhoods that would be considered poor. Some were interviewed in Spanish, and for them a Spanish translation of the interview questions was prepared.

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Most of the interviewees were actively involved in the affairs of the community either as volunteers or as professionals who were in close communication with members of their community as a result of their full-time positions, and most often both. These interviewees indicated that they were highly committed to, and involved in, the community and ascribed profound importance to any and all activities undertaken for the betterment of conditions prevailing there. Occupational groups represented in the sample included clerical and service workers, merchants, paraprofessionals (such as school aides and block workers), professionals (such as lawyers, social workers, teachers, and principals), officers of community associations, and city officials. The majority of those interviewed worked and lived in the predominantly Puerto Rican neighborhoods of East Harlem, the Lower East Bronx, the Lower East Side, the Upper West Side, and parts of Brooklyn.

Seventy interviewees were interviewed in February and March, 1969, by six interviewers. All of the interviewers were Puerto Ricans who had worked in the community and had some prior professional experience in interviewing people. Most interviewers were graduate students from the Columbia School of Social Work. (See pp. 171-72, below.) One was a field organizer for a citywide Puerto Rican parents association who had participated in similar surveys in the past. Training sessions were held with the interviewers to discuss the interview schedule (which was identical to that used in the Harlem survey—see pp. 253-55, below), brief them on who the interviewees were, and instruct them on the procedures for conducting the interview. In addition, the interviewers met with the principal investigator at various times during the survey to collaborate on activities and problems that only indirectly related to the individual interviews. The average interview lasted around an hour and fifteen minutes, and some ran considerably longer.

It was not the intent of this survey to collect or assemble a mass of statistical data. The interest of Columbia University was in gathering ideas, suggestions, and recommendations that would aid it in planning future strategies. A statistical analysis was therefore never planned, nor attempted, and the findings are presented in narrative form. All questions used in the interviews were open-ended to allow the interviewee to express himself in any latitude and at any length he desired.

PRINCIPAL FINDINGS

As stated above, the principal questions to which the interview was addressed dealt with the experiences that the Puerto Rican community had had in its relationships with local colleges and universities and with the students that these institutions produce and graduate. Interestingly, however, the interviews produced responses that went beyond the apparent problems that were to be emphasized in the survey. This occurred not because the right questions were not asked, but because the interviewees shifted their intent. In other words, the answers that were being sought were not necessarily the answers that people were interested in giving or could have given. It can be assumed that the interviewees did not perceive the community's priorities the same way that the interviewers did.

Whereas the interviewees had many complaints and descriptions of community deprivations, they had few suggestions on how a university could modify its curriculum to assist the Puerto Rican community. They seemed to place priority on university activities *in the community* to alleviate its economic, physical, and educational deprivations. Activities *on the campus* of a university *on behalf of* the community appeared to be of secondary importance. Although the interviewees had several suggestions on the types of behavior they would expect from college graduates working in the community, they were unable to offer many suggestions on how to elicit such behavior. Their main preferences for a curriculum specified intensive studies of Puerto Rican history, culture, and institutions and practice work in the community itself for college students who plan to serve it after they graduate.

Community Interaction with Colleges and Universities

Although relatively few interviewees indicated that they had personally sought the help of a college or university for themselves or for the benefit of the Puerto Rican community, most were at least familiar with the efforts of community groups in seeking the assistance of colleges in the metropolitan area and across the country. The activities that most often brought members of the community into communication with institutions of higher learning were the applications of Puerto Rican youths for admission to colleges in New York City and for financial aid to accompany their acceptance. Some applications were made to institutions across the country, and usually such help was requested through various community organizations. The organization most often mentioned in this regard was Aspira.

Other activities that involved interaction of some community members with colleges and universities concerned their requests for the services of college students as tutors, for the involvement of schools of architecture in Model Cities planning, and for information or guidance services. Some interviewees mentioned forums and workshops, organized or funded by various institutions of higher learning in New York City, as activities that involved at least a segment of the Puerto Rican community with universities in the area.

The interviewees' evaluation of the results of interaction between the community and institutions of higher learning was mixed. Whereas a good number of respondents indicated that their requests had been granted and that the assistance provided by the college or university had been effective in alleviating the particular problems for which help had been sought, an equally large number responded with comments that could be interpreted as being unfavorable or critical. These interviewees generally felt that "bureaucratic red tape" posed a formidable impediment to fulfilling the requests of the community or implementing joint community-university ventures. They indicated that the university with which they had been involved was either "irresponsive" or "took too long to give the aid."

Specifically, some interviewees reported that admission was not granted or financial aid not offered to deserving and qualified candidates that agencies such as Aspira could identify. In another instance, a request for help in dealing with housing problems came from a community group and was turned down by a major university because the university could not work with problems in that area. (The university has a school of architecture, a school of social work, and a department that deals with health-related studies.) A request for aid to set up a reading program was also unduly delayed and granted after much frustration, because of "too much distrust of the university on the part of the community leadership—due to past experiences—and lack of sensitivity on the part of the university." Some interviewees interpreted these events as indicating indifference on the part of the institution involved.

An observation made quite often by the interviewees was that communications between the Puerto Rican community and universities in New York City were nonexistent. When such communications were started, they usually died out because the university did not persist in keeping its channels of communication to the community open, let alone increase them qualitatively and quantitatively. In the words of one interviewee, the university never encouraged the community, "it never said no, but it never did it." Other interviewees indicated that, although the intentions of colleges in New York were positive, their approach was usually negative and not conducive to a flourishing relationship with the Puerto Rican community.

Although a large number of interviewees did not specify the exact source of their discontent, or were unable to do so, the general feeling was that the universities in New York City had not done enough to maintain a satisfactory relationship between themselves and the Puerto Rican community and that an abundance of involvement and communication was necessary if the community were to benefit from the assistance that the university appeared to be willing to offer.

It may be reasonable to suggest that a lack of communication between the Puerto Rican community and urban universities prevented the majority of the community from learning about existing programs from which they could benefit, and the few interviewees who did communicate with universities to promote the interests of the community were unable to receive adequate information to evaluate in detail the effectiveness of the aid that the university had made available to the community thus far.

Several interviewees indicated that they could have used the good services of an institution of higher education in the community, but a lack of knowledge about the nature and the availability of help offered by the universities had kept them from asking for this help. It was clearly stated that the community, including its leaders, was in most instances too reluctant to ask the university for help and that the universities that were willing to aid the community should not wait for the community and its leaders to ask for assistance, since the people who need help most are usually quite uninformed about what a college can do for them and in what manner and how they can approach a college for help. The implication that the college should take the initiative in bringing its services to the community was very much in evidence in the majority of the interviews.

Virtually all interviewees indicated that both they and the community would be delighted to receive an offer of assistance by a university such as Columbia. A few qualified their answers by stating that they would have to know the particulars of the assistance offered by the university before they could give it their unqualified support. Only two indicated that they would be skeptical and suspicious of any offer of assistance.

Community Needs

Almost all interviewees indicated that conditions in education, health, housing, welfare, employment, and economic development were very bad in the Puerto Rican community. Some even suggested that these conditions were getting worse day by day, instead of taking a turn for the better. Most believed that the university could and should help the community in all these areas.

The need most often expressed, which could perhaps be placed within the domain of the activities of a university more easily than any other, was for training, guidance, counseling, and information not only to facilitate the flow of Puerto Rican youth into institutions of higher education but also to instruct and advise the community and its leaders on how to tackle the deprivations facing them. There were requests for student volunteers to come to the community after school hours to tutor primary and secondary school students, who the interviewees felt were getting a very inferior education in the public schools. There were appeals for university faculty and students to train parents in the community so that they, in turn, could educate their children at home.

Other proposals included requests of assistance to ameliorate poor housing conditions, solicitations for aid in family planning, and help in working with the mentally retarded and with drug addicts. Most interviewees expressed a need for store-front information centers in the community, manned by university personnel and local residents. The interviewees saw these centers as sites for training the unskilled in the community, as workshops to instruct Puerto Ricans in small-business ownership, as classrooms for adult education, and for supplementary after-school instruction for high school and elementary school students—in short, as a place for bringing the community and the university together.

Although almost all interviewees indicated unqualified enthusiasm for assistance from a university such as Columbia, they felt strongly that such aid should be offered in collaboration with local community groups' using community resources to the fullest extent possible. The interviewees felt that programs for the community could best be developed in consultation with established Puerto Rican agencies that have been actively serving in areas where the most serious needs exist.

Whereas strong interest was expressed in having community people function in workshops, centers, and clinics, in conjunction with university personnel, it was equally strongly felt that the university should take the initiative in approaching well-known Puerto Rican organizations with proposals and plans as soon as possible. The interviewees also suggested that any university assistance to the community should be widely publicized through the mass media to "let people know what was being made available and where." Several interviewees indicated that some past efforts by various institutions of higher education either had fallen through or had not had the desired impact because a large segment of the community did not know about them.

Community Expectations from the University and Its Graduates

Almost to a man, the interviewees wanted the university to offer courses in Puerto Rican history, Puerto Rican culture, and the sociology and social structure of the Puerto Rican community. They saw these courses as musts, not only for Puerto Ricans studying at the university but also for non-Puerto Ricans who planned to serve and work in the Puerto Rican communities of New York. Most interviewees indicated that an individual not fluent in Spanish could do little in the community. Others felt that, unless he had a thorough immersion in Puerto Rican history, sociology, culture, customs, mores, and folkways, an individual trying to assist the community would accomplish little if anything; his inability to "understand" Puerto Ricans and their culture would constitute a severe impediment.

Interviewees also indicated that, in the past, people who had come into the community to assist it did not show enough tolerance for the behavior of the "local people" and felt that the people in the community were not eager to be helped. It was thought that this intolerance was due to a lack of understanding of the community by outsiders, no matter how commendable their intentions. In the words of one respondent, outsiders were "shocked by the behavior of local people and felt that, if people did not want to be helped, why bother."

The interviewees placed strong emphasis on traits such as "humility, tolerance, politeness, and dedication" for Puerto Rican and non-Puerto Rican college graduates who wished to work in the community to help residents of poverty-stricken neighborhoods. They indicated that, in the past, "community workers" who had come to help not only had little knowledge of the area and its residents and were not bilingual, but were often too paternalistic and seemed to perform their routine, professional jobs rather than committing themselves to the community, exhibiting a sense of involvement with the people, and identifying with their problems.

The interviewees advised that field work in the community was a highly desirable prerequisite for prospective professionals while they were still in college. Some interviewees felt that training in Puerto Rican culture, in psychology and sociology, might give future community workers a perspective that some of the present community workers seemed to lack. It was suggested that the community did not need what one community leader interviewed described as "professional office workers," but did need individuals who could go to the people and "knock on doors" to be of service. This suggestion was not limited to social workers but also included teachers, housing personnel, all health-related services, legal advisers, and so on. Some of the interviewees suggested that community leaders should be brought into frequent communication (via lectures, workshops, and seminars) with students who planned to aid the community upon graduation. The university, it was felt, could be the catalyst for such frequent and badly needed interaction.

The consensus among interviewees was that a servere lack of exposure to the problems of the Puerto Rican community exists in the university environment. It was felt that the university was too remote to understand the community, despite its interest and willingness to help the poor and the disadvantaged. At times, the help offered was seen by the community as an imposition of alien values on the people of the community, who would be better served if the university "saw things our way."

CONCLUSIONS AND RECOMMENDATIONS

It is often said that Puerto Ricans "have been doing for themselves." This saying arises out of the observation that the idea of self-help appears to be firmly entrenched in the culture of Puerto Rico and pervades most of the activities that the community undertakes toward resolving its problems. It is therefore important that individuals and institutions seeking to interact with the Puerto Rican community be aware of this characteristic. By not standing still, but by being the forerunner of change and innovation affecting the community, several formal and informal organizations within the community have developed an expertise upon which the university can draw in formulating its own solutions to urban and minority problems.

This expertise, however, does not extend into such fields as curriculum innovation and professional training. Although the Puerto Rican community is able to indicate the abilities, knowledge, and personal and attitudinal traits that it wishes to see in college graduates working in the community, it can be of little help in aiding the university to design curricula that will produce such individuals. Here the university will have to marshal its own expertise in conceiving a curriculum that will prepare students for effective community service.

The university should also take note that community people placed strong emphasis on traits such as "humility, tolerance, politeness, and dedication." They perceived deficiencies related to these traits in college graduates working in their community at present and wished that future college graduates coming to help the community would possess these characteristics in abundance. It might be hypothesized that the university does not count among its activities "developing character" or inculcating pleasant personality traits.

Nevertheless, the university will have to define some specific procedures that will prepare its graduates as thoroughly as possible for community service and equip them with a reservoir of skills that will allow them to function well professionally and aid them in cultivating harmonious personal relationships in the community. The university may wish to involve its behavioral and social scientists in exploring this aspect in more detail before it starts redesigning its curriculum.

As Columbia University pursues its explorations, it would be wise, therefore, to examine how it perceives and plans its involvement. Granted that in extending its influence into the community the university is presenting the community with an opportunity to share in its resources. The community, however, sees itself as offering the university unique opportunities for training its students and for helping it to refocus the energies of its faculty, staff, and students on the urgent and relevant issues of the society surrounding the university.

The involvement, then, must be sought in a spirit of mutual cooperation, which could perhaps be best described as a partnership. This suggests that any long-range comprehensive planning for serving the community through the university's programs, services, and facilities must, from the very beginning, involve the community people who will be affected. To be effective, the university will have to coordinate its activities in this area with civic and cultural leaders who may already be working in areas that are of mutual interest or in which they by now have clear ideas and possible proposals for action.

As a first step, the university should initiate a survey for its own information of existing community organizations and of the community power structure. The problems of the toilsome accessibility of Columbia to residents of the Puerto Rican community and the isolation of Columbia from the power structure of that community were clearly identified by the interviewees in this survey as barriers for the university to overcome as rapidly as possible. The recommendation is made here that mechanisms be established for interacting with and within the community structure.

A great part of the relationship between the community and Columbia University will depend on what the university is willing and able to do for the community. Thus, for example, if Columbia plans at this time to confine its activities to the admission of Puerto Rican youths to the university, then its endeavors may encompass the intensive counseling and guidance of high school students in the Puerto Rican community and the allocation of financial aid to those admitted to the university either as regular freshmen or in programs of compensatory education, when such programs are deemed necessary or desirable. In addition, the university may want to establish courses in Puerto Rican culture and history to meet the strong wishes expressed by virtually all the identifiable leaders of the Puerto Rican community. It may also decide to establish new training procedures to prepare its Puerto Rican and non-Puerto Rican students effectively for service in the community.

The development of such programs and procedures can be a difficult task and may become a major undertaking for the university, because no precedents seem to exist. Such activities do lie within the traditional domain of a university, however. It may well be that the university will decide to limit itself to these activities for the present. Or it may conclude that its capabilities and resources would allow it to take the initiative and extend its ingenuity into areas that have, by and large, remained outside the traditional territory of a university. If the latter is the case, the university would be well advised to put its expertise and resources to work in consultation with already established community organizations.

The university may decide to commit its own financial resources to activities that it undertakes in the community, to aid community groups to secure funds from various government agencies, or to encourage private foundations to undertake programs conceived in collaboration with the community. Such programs could involve adult education classes, supplemental education for secondary school students, store-front health clinics, legal services, job training institutions, and the like.

The detailed specifics of the activities that a university can undertake in poverty-stricken urban areas and the priorities that should be assigned to such activities were not conveyed in the present survey. It may be suggested that a considerable amount of work needs to be done to identify, plan, and implement the endeavors that the university can and will undertake in the Puerto Rican community. The planning phase in itself can be a major project. Therefore, if the university decides to extend its help to the community, it appears necessary that the machinery and means of doing so be identified and set up as swiftly as possible. Time and again the residents and community leaders who were interviewed indicated that they had been surveyed and quizzed several times in the past and that expectations had been created and heightened unrealistically. Their request was that this survey not be "allowed to die" but constitute the first step toward a large and effective infusion of assistance to the Puerto Rican community.

CHAPTER 6 VIEWS OF PROSPECTIVE EMPLOYERS

Joseph G. Colmen

INTRODUCTION

Any effective program of urban and ethnic studies initiated by the university will, by nature of curriculum and course content, provide its students and graduates with a widely varied armamentarium of skills, techniques, and expertise vital for studying and finding viable solutions to complex problems in these fields. Indeed, the need for competent practitioners in the various areas from which solutions can be drawn is a matter of current and growing urgency.

A recent *Newsweek* article on cities underscored:

> The major problem is a shortage of talent at any price. In recent years, expanding Federal funds for new city programs have drastically sharpened demand for administrators and specialists. Yet the small if increasing number of graduate departments offering degrees in "urban studies" simply cannot fill the 3,000 new jobs that open each year in all areas of urban expertise. A Federal study estimates that by 1980 local governments will have to recruit as many as 300,000 professionals.[1]

A director of metropolitan regional planning expanded this point when he wrote:

> The need for educated manpower will grow as our urban areas grow, as obsolescence of institutions and urban facilities continues, and as crises so well documented in the Kerner Commission report continue. The response to this manpower need from the universities in New York City and the greater New York metropolitan region that we serve has been negligible to date . . . Urban planning master's degree programs . . . turn out a small number of people each year, most of whom disappear back into the specialized realm of university research and consulting work. Their infusion into local government

agencies, community action agencies, local problem-solving groups, and even newer private organizations has been very slight.

SURVEY SAMPLE

Based on this and other reinforcing views, a survey was conducted among a limited number of organizations that might either directly employ graduates of urban or ethnic studies programs or have knowledgeable views about what might constitute the best preparation for such employment. Letters were sent to fourteen organizations asking for their views about the ideal preparation for students planning careers in urban and minority fields. Responses were received from the following:

Metropolitan Applied Research Center, Inc.
National Association for the Advancement of Colored People
Metropolitan Regional Council, Inc.
International City Managers' Association
National Association for Community Development
National League of Cities
Department of Community Affairs, State of New Jersey
Office of Planning Coordination, State of New York
Tri-State Transportation Commission
American Institute of Planners
International Association of Chiefs of Police, Inc.

In addition, through the good offices of the Deputy Mayor of New York, Timothy Costello, and the City's Director of the Office of University Relations, Charles McVicker, meetings were held with New York City department and agency administrators, senior civil service officials, and young people who had recently entered city employment.

Despite the small sampling covered by this survey, many of the replies and conversations were of sufficient interest to warrant inclusion in this work. A more comprehensive study of this type should most certainly be undertaken in the future. It should include a wide spectrum of grass-roots and basic policy-making organizations and should encompass a wide geographical representation.

GENERAL FINDINGS

The suggestions received were, for the most part, related to broad categories of academic preparation and experiential learning relevant to existing or anticipated jobs and functions.

An executive from an organization concerned with community development advised extensive course work in anthropology; sociology, including urban and rural sociology, social stratification in migrant labor within the United States and from abroad, and generational attitudes; psychology, including social psychology and group dynamics; applied architecture, city planning, and urban design; economics; taxation, both on income and real property; and social ethics.

A government planning official suggested a three-fold curriculum, comprising: (1) *background courses* on human nature and development, the uses of scientific method of social sciences and planning, theories of city and community, analysis of social change on a macro- and micro-scale, theories of planning, and the role of planning in a changing American society—course work, he felt, should be related to contemporary experience in social action; (2) *tool courses* on social welfare, urban economics, housing, community design, policy planning, recreation, etc., which should be related to background courses; and (3) *field work*, with adequate supervision.

A renowned psychologist working on problems of blacks would give particular emphasis to the full range of social sciences—political science, sociology, economics, and anthropology—to American history, ethics, English, political philosophy, the history of ideas, and such special interests as architecture, engineering, Spanish, and education. Some of the courses he recommended are biological study of human differences, psychology of prejudice, study of social power and vested interests in American society, city planning, study of American poverty and affluence, history of American slavery, race relations and minority cultures, study of metropolitan planning, history of revolution and modernization, and history of dissent.

A community organization official "would link all of this academic work to two types of field experience: one would be work in a rural southern college. . . . The second . . . would be work in a neighborhood center or youth action program in the ghetto of a city like New York." A community affairs specialist of note believes "we are keeping social scientists on the campus for too protracted a period of their younger life. I'd start any urban studies program on that premise."

A regional planning official responds that, in the past,

> I believed that the experience and the specialty that a person developed should be developed after graduation. Now, I am wondering whether better training might not be achieved if the student spent a somewhat longer time in school and participated in actual service or work in the community or in some on-going program as a part of his educational experience. . . . I think credit should be given for approved work programs in the community.

An expert in psychology and sociology of the black experience specifies that

> extracurricular activities on and off campus, work in politics, community action, journalism, applied urban research, and civil rights activity can be particularly useful. Experiences in public education or social work can be frustrating and disillusioning—or rewarding—depending on the maturity of the student and the

individual institution. Here, as in courses, the quality of leadership and its commitment are crucial.

In meetings with junior- and senior-level civil service employees, suggestions related to both course and field work were offered. Courses considered useful were those in organization theory, as applied to urban government; those in community analysis and urban ecology; and those in urban management that analyze urban administration today and discuss potential changes.

Development of instructional material based on a variety of typical and significant urban problems, similar to the Harvard Business School case approach, was discussed. It was also suggested that a new field of study be created, with interdepartmental linkages that would develop the necessary collaborative skills in students and the knowledge of how and when to consult specialists. The possibility of joint university-city appointments was also put forth.

They pointed out that field work in university programs should develop from a base of formal classroom work in organizational behavior and administration, in combination with internship programs and advocacy field work for community groups, so that students learn how organizations can be made more responsive to those who receive its services. A necessary component of field work, they felt, was acquiring an understanding of the make-up of minority groups, including the black poor and middle class, and of current economic and social problems of the city.

SUMMARY

As previously indicated, the conclusions of this survey are based on a small sample. Since virtually all those contacted were in agreement on certain key observations, however, they merit serious consideration.

Experiential kinds of learning, at the undergraduate level, are valuable accompaniments to formal classroom learning for students interested in employment in urban and minority affairs.

Employers' thinking about the kinds of courses needed suggests that their concern with intellectual content is as rigorous and demanding as is that of university faculty.

Cross-fertilization and interconnection between academic offerings are essential if urban and ethnic studies are to be diversified sufficiently to enable graduates to understand and to deal with existing, complex urban and minority problems.

There is potential for increasing joint university-city cooperation and communication in relation both to urban and to minority programs and problems, if the university wishes to explore it.

NOTE

1. *Newsweek*, September 15, 1969, p. 52.

PART II

TRENDS IN URBAN AND ETHNIC STUDIES AT U.S. COLLEGES AND UNIVERSITIES

CHAPTER 7 A NATIONWIDE SURVEY OF MINORITY-RELATED CURRICULAR CHANGE

Wilfred Cartey and Barbara A. Wheeler

INTRODUCTION

In an effort to place its recommendations to the university in a national perspective, the Urban Center Curriculum Project undertook a comprehensive survey of "minority-related" curricula at a sample of 184 colleges and universities throughout the country. The survey covered courses, special programs, and policies related to designated minority groups—Blacks, Puerto Ricans, Mexican Americans, and American Indians. The majority of institutions polled were predominantly white, four-year colleges and universities located in or near an urban community. These governing criteria were used as an effort to tap experiences in institutions as similar to Columbia University as possible.

A questionnaire regarding courses and programs was sent to the dean of each college or undergraduate school, along with a letter to either the president or vice-president for academic affairs at each institution. (For sample letters and questionnaire sent to colleges and universities surveyed, see pp. 259-69, below.) One hundred twenty-seven institutions, or 67 per cent of those contacted, responded. (For a list of colleges and universities contacted and responding, see pp. 270-72, below.) At selected institutions, directors of African and Afro-American Studies programs were questioned about their curricula. Inquiries were also directed to a sampling of graduate schools of arts and sciences and to professional schools of education, architecture, business, law, medicine, and social work. In addition, letters were sent to the editors of selected student newspapers and to the editors of newspapers in cities with colleges where students demanded curriculum changes.

As of spring, 1969, sixty-seven institutions reported plans to initiate Afro-American Studies programs, principally at the undergraduate level. Because most of these programs were still in early stages of planning or development, information regarding scope, structure, and course offerings was understandably incomplete. Moreover, given the rapid pace of developments in this field, it is very likely that the original design and scope of the programs have been altered since this initial information was compiled.

The following descriptions of proposed and existing programs also include information from sources other than the responses to the questionnaires and letters of inquiry, including (1) written proposals and recommendations by both student and faculty groups; (2) reports by university committees established to examine the institution's involvement in minority affairs; (3) university publications, press releases, and student publications; (4) newspapers and periodicals; and (5) personal contacts.

In describing programmatic changes at the various colleges, the authors have made the following distinction between Afro-American or Black Studies programs, on the one hand, and ethnic studies programs, on the other. Although a majority of the new programs are solely or primarily concerned with Afro-American or Black Studies, the term "ethnic studies" has been used to refer to courses or programs that cover more than one ethnic group. The groups most frequently included in addition to Afro-Americans are Puerto Ricans, American Indians, Mexican Americans, and Oriental Americans.

GENERAL BACKGROUND

Black Student Demands

The black student finds himself in an institution dominated by western values and by assumptions that the "mainstream" of white America is intrinsically good and therefore to be desired and emulated. At the same time, he is directly and intimately aware of America's inability to come to grips with its domestic and international crises. Therefore, in asking himself what this culture, these values, and this education have to offer to Black Americans, he finds little that speaks to his needs and ambitions. In addition, he often feels socially and academically isolated from the black community and yet is bound to it by a sense of cultural identity and shared oppression.

Today, many black students view education not so much as a "passport" to middle-class affluence, but rather as a means for acquiring the tools to liberate black people from the burdens of poverty and oppression. With freshly awakened interest and awareness, the black student wants to dig deep into his cultural heritage, celebrating its possibilities even as he summons it to redress years of social and cultural neglect. He is, therefore, demanding that his education relate directly to the needs and interests of black people and that the university define its own role in the nation's racial crisis. Colleges and universities are being asked to take positive action on two fronts: first, to root out elements of racism in the university community (including the curriculum) and, second, to take the lead in the larger community in rectifying the imbalance in social, economic, and educational possibilities for minority groups. The students are making it known that it is not enough simply to increase the number of black students on white campuses and that a curriculum designed by and for whites is not sufficient to meet the needs of black students.

From the survey and from events recorded in the press, it would appear that the most widespread student demands include (1) new courses or programs that treat the history, culture, and social conditions of American minority groups; (2) recruitment of, and financial aid for, black students; and (3) recruitment of black faculty and administrative staff. Other concerns are for more compensatory and supportive services for minority students when needed and, in some cases, for cultural centers and special housing for black students. In addition, there is strong pressure, particularly in urban institutions, for an increased use of field work and service activities through which students, faculty, and administration can bring their skills to bear on the problems of the community contiguous to the campus.

Black students envision a wide range of possibilities for Afro-American or Black Studies, but the majority are convinced that only a comprehensive and coordinated program of study can effectively deal with the complexities of minority-group cultures. In addition, they feel that the development of such programs must not be left to traditional academic channels, but must involve the full participation of black faculty, students, and community consultants. Most student groups propose, or have been willing to accept, programs that fit within traditional university structure.

Several black student organizations, however, frustrated by the cumbersome institutional processes that must be set in motion before a large university can commit itself to new programs, have concluded that new structures and new lines of authority are needed to eliminate "academic racism" and to permit a viable, comprehensive study of the black experience. Disillusionment with traditional mechanisms led the Black Students Union and the Third World Liberation Front at San Francisco State College to demand an autonomous Third World College. Of similar scope was the proposal for a School of Ethnic Studies by students at the University of California at Berkeley. A particularly striking approach to Afro-American Studies was the proposal made at Merritt College in Oakland, California, where black students and faculty opted to establish a completely independent Black College devoted entirely to the study of African and Afro-American culture.

A fundamental theme implicit in all of these demands and proposals is the intellectual, social, and political necessity to reassess not only African and Afro-American history, but the essence of western civilization as well. In proposing curriculum innovations of such scope, students (and faculty) are, in effect, insisting on the need for a total re-examination of the American self-image. It is in this sense that the development of Afro-American Studies has profound implications for white America as a whole.

University Response

The demand by black students for the inclusion of Afro-American Studies in the university curriculum grows from a belief shared by many black leaders that institutional change is necessary to stop the perpetuation of racism. The increasing tempo of black militancy, on a national scale, is reflected in the clashes between black students and university authorities. As their numbers have increased on predominantly white campuses, black students have shown their ability to galvanize wide support among other segments of the university community. Wherever university administrators have responded to the use of this newly acquired power by "calling in the cops," doubts about the university's commitment to meaningful change have been reinforced. The result has been an upward spiral of dissension, which has obscured and complicated the issues at stake.

Administrators and faculty members have frequently denounced student confrontation tactics as antidemocratic, violations of academic freedom, and "reverse racism." It must be noted, though, that approximately 75 per cent of the respondents to the questionnaire sent to deans of undergraduate schools cited student interest or pressure as a primary factor in curricular change relating to minority affairs. It seems, then, that officials at colleges and universities are listening and responding to what students have to say, irrespective of the form in which the "statement" is made.

The majority of institutions participating in the survey appear, at the very least, sympathetic to the need for a revision of their present offerings to include the study of black America in their curricula, a significant change from their earlier apathy toward minority-group cultures. There can be no doubt that the black student has been a major catalyst in the awareness in higher education that curricula have for too long ignored America's multiracial nature. The widespread recognition that institutions of higher education must re-examine their attitudes and priorities is reflected in a report of the Committee on Negro Affairs at Carleton College:

> If white America needs to take a hard look at itself to see how it has behaved in the area of race, then it follows that white educational institutions must examine themselves in a similar way. Not only do we owe to Negro Americans a fair shake in terms of educational opportunities, but the very stuff of what we teach and how we go about teaching it should reflect the multi-racial society that America is and always has been. We do ourselves and the education of all our students an injustice if we agree to less than this.[1]

It is one thing to recognize that black culture and history have been inadequately or falsely represented. It is quite another, however, to reach agreement on how to redeem that failure or even on what is meant by the term "Afro-American Studies." Some educators, such as Saunders Redding of George Washington University, prefer to regard Afro-American Studies as inseparable from the totality of American life and culture. Those who lean toward this view sometimes feel that to give black culture an independent identification would encourage "separatist" tendencies among Black Americans.

Some black leaders have expressed the opinion that students would better serve the black population by acquiring expertise in traditional fields of study. Their views clash sharply with those who insist that only through a comprehensive study of black history and culture can one do justice to the unique complexities of the black experience. Proponents of Black Studies programs argue that one cannot work effectively with and for black people without a thorough understanding of black culture and the black point of view.

In the face of these conflicting opinions and uncertainties about the specifics of Black Studies, some administrators are concerned that the pressure of student demands may force universities into introducing hastily conceived programs of doubtful academic validity. More than one university official expressed concern lest responding on the level of the merely fashionable allow for the lowering of academic standards. Many felt that the fields of Afro-American Studies, in particular, and minority studies, in general, were still imperfectly defined.

But the majority of the educators at a significant number of major centers of higher education are favorable to Afro-American Studies as a distinct area of study. They see the incorporation of Black Studies materials into existing courses as only one of the ways in which black culture can be made "visible" and meaningful. They feel that the introduction of courses dealing exclusively with the black experience is both valid and necessary: "the development of courses and research around minority group problems, history and culture [is] entirely appropriate and compatible with the innovative and self-critical traditions of this university."[2]

Although there are still pockets of doubt and hesitation, unquestionably many major universities are now building coordinated programs of study around the history and culture of black people in Africa and the New World. In justifying this step, Yale University's Afro-American Study Group points out that Afro-Americans represent "a large and important cultural group in the United States comprised of people who, despite great diversity, share a history and culture different in a number of respects from the rest of the population."[3]

This view has found many supporters; the following statements are representative of a sizeable and growing body of opinion:

> Merely recognizing black men as integral segments of certain overall social processes is not good enough. . . . We are dealing with 25 million people with a special culture, history and range of problems. It can hardly be doubted that the study of the black man in America is a legitimate and urgent academic endeavor.[4]
>
> The experience of the Afro-American peoples both historically and in the contemporary world is an important body of experience which is an appropriate area for university study. This body of experience deserves to be studied in its own right.[5]

A major consideration in the introduction of Afro-American majors is the relevance of the field to certain types of professional training for college students. A course of study devoted to the exploration and transmission of the cultural, economic, and social heritage and conditions of Black Americans must be capable of producing competent scholars and professionals. Officials at a number of institutions have expressed the view that an intellectually rigorous program of Black Studies will provide effective preparation for confronting major contemporary problems. It is felt that a sound education in the culture, history, and problems of minority groups would provide an invaluable, perhaps essential, preparation for any profession that touches on the complexities of poverty, urban life, or racial conflicts.

Reports from both Sacramento State College and the University of Washington emphasize that Afro-American Studies will contribute significantly to the development of special programs in teacher education. There seems no doubt, for example, that an understanding of Afro-American culture and history will enable teachers of minority students (or, for that matter, of white students) to respond sympathetically and effectively to their learning problems.

With this in mind, a report on the proposed Black Studies program at San Francisco State College states that its primary goal is "to provide a source of graduates competent in black community problems and development."[6] Oberlin College's report on Afro-American Studies emphasizes that training in this field will "increase the relevance of Oberlin's education for black and white students who intend to work in the black community and generally for those who wish to prepare themselves for responsible leadership."[7] These four universities exemplify the widespread opinion that the "black perspective" in the study of American history and institutions may well be crucial to the education of men and women who will be called upon to confront critical domestic issues.

Because the study of the black man in America must necessarily focus on the condition of American minorities and the problems of poverty and social change, its introduction into university curricula is certain to affect the relationship between institutions and the minority groups in neighboring communities. A number of educators express the hope that in the long run the inclusion of Afro-American and other minority-group studies will create closer and more sympathetic ties between the university and the minority populations of its town or city. This is particularly true of large, urban institutions located in areas with significant numbers of ethnic minorities. Field work activities designed to aid the minority population will open up new and productive channels of communication. An increased community awareness that a particular university respects and recognizes the cultural and historical contributions of Afro-Americans will foster greater cooperation and constructive interaction.

Despite the controversy, both educational and political, that has surrounded the question of Black Studies, a significant and increasing number of educators have determined that the case for Afro-American programs rests on solid ground. This judgment, whether based on appraisals initiated in response to specific student demands or to the national racial crisis in general, emerges from the belief that the importance of the subject in terms of America's historical past and future development, the wealth of scholarly materials available, and a vast reservoir of distinctive cultural traditions all justify recognition of Black Studies as a major field of study.

Consequently, it would appear that there are three major reasons for justifying an academic program in Afro-American Studies. First, it encompasses an important and distinct area of scholarly and academic focus that already possesses abundant research materials and an extensive literature. Second, it will provide training in the understanding of crucial problems for both graduate and undergraduate students. And, third, it may provide, through better communication between the university and the ghetto community, increased cooperation among blacks and whites in the greater society.

Afro-American and African Studies

Although almost all major colleges and universities agree on the need to offer courses or degree programs in Afro-American Studies, there remains considerable debate over the precise relationship between Afro-American Studies and African Studies. The central issue appears to be whether these two subject-matter areas constitute separate fields of study. This issue has been addressed publicly by several major universities. For example, a report of the Faculty Committee on African and Afro-American Studies at Harvard, published in January, 1969, states:

> Afro-American and African Studies are two very different fields. The former is a new field and for the immediate future will remain primarily concerned with issues of definition, content and expansion. By contrast, African Studies is an established field within general regional studies.
>
> Though it is conceivable that certain subjects subsumed under Afro-American Studies may overlap a bit with African Studies . . . , it is less likely that any major subject subsumed under African Studies would overlap with Afro-American Studies. . . . In short, we are dealing with two separate fields of study; any effort to link them runs the risk of being artificial.[8]

In September, 1969, the standing committee to develop the Afro-American Studies Department at Harvard issued a progress report that recognized that "[a] comprehensive approach to the Afro-American Studies program dictates consideration not only of the black community in the U.S. but also its relation, past and present, to the experiences of the black people in other parts of the world, especially Africa."[9]

A proposal by Yale University's Afro-American Study Group states:

> We propose that Yale College provide an interdisciplinary major in Afro-American Studies in which a student will have an opportunity to study in a systematic way, the experience, conditions and origins of people of African ancestry in the United States.
>
> Although the major will focus on Afro-Americans, it will provide the student with an opportunity to deepen his understanding of these

> people and their experiences by studying their earlier history in Africa and their transition to the New World . . . ; and by examining the relevant experiences outside the United States of other groups of African origin, particularly elsewhere in the Americas, as in the Caribbean or in Brazil.
>
> The study of Africa per se is outside the purview of this program. Nonetheless, in special cases a student who wishes to concentrate his attention primarily on Africa will be allowed such a concentration within his major, after consultation with members of the Council on African Studies.[10]

The Yale and Harvard statements are typical of those in the proposals and discussions at most other universities. Thus, to speak to the national perspective, one can say that, although it is generally recognized that the study of the earlier history of the black man in Africa is necessary for a *full* understanding of his experience in the New World and that there are universalities among the experiences of peoples of African descent throughout the world, most proposals stipulate that the principal focus in Afro-American Studies should be on the black man in the Americas, primarily in the United States.

Gwendolen Carter, Director of the Program in African Studies at Northwestern, has recently made the following observation, speaking directly to this point. Making a distinction between African, Afro-American, and Black Studies, she states: "African Studies are concerned primarily with the African in Africa, his history, culture, environment, philosophies, aspirations and achievements in time and space. . . . Afro-American studies are concerned primarily with the same areas of study for those of African descent in the United States. Black studies include the widest group for they encompass those groups already specified and also those of African descent who went to the Caribbean, Latin America, Arabia, West Asia and elsewhere."[11]

If the existence of an African Studies program is utilized to preclude the establishment of Afro-American Studies programs, then, clearly, African Studies as traditionally organized are not sufficient; for Afro-American Studies is a field in its own right, a new academic field with an existent body of knowledge that anxiously awaits the application of social science tools and methodology to uncover more of its long submerged aspects.

As this book goes to press, a recent significant development has arisen that is pertinent to this discussion of the relationship of African Studies to Afro-American Studies. The formation of a black caucus at the two most recent annual conferences of the predominantly white African Studies Association (ASA) has culminated in the creation and development of the African Heritage Studies Association (AHSA).

The AHSA is an association of scholars of African descent, dedicated to the preservation, interpretation, and academic presentation of the historical and cultural heritage of African peoples both on the ancestral soil of Africa and in diaspora in the Americas and throughout the world. With a membership composed of blacks from Africa, North and South America, and the Caribbean, AHSA has demanded that the study of African life be undertaken from a Pan-African perspective. This view claims that all black people are African people and rejects the tribal demarcations based on colonial spheres of influence that have historically divided black people geographically and psychologically.

Separatism and Afro-American Studies

One of the most controversial issues related to the establishment of Afro-American Studies programs is that of "separatism," a term that is open to various interpretations and that has become the focal point of polemic and debate. The issue encompasses questions of control, admission to courses, and (racial) qualification for teaching Black Studies.

The black student has been forced by subtle or overt, conscious or unconscious, actions on campuses and in the greater society to question the positive values of his blackness. Too often, he is viewed by others, and indeed by himself, to have succeeded only to the extent that he can "become white." If the value of education as an agent for personal change is dependent upon a realistic sense of identity, then the emotional growth of the black student has been seriously damaged. Realizing that he cannot "become white" and that one of the effects of past attempts to do so has been the reduction of communications among Blacks themselves, black students are now saying that both the restoration of a healthy sense of identity and the re-establishment of intragroup communications are necessary. Only when there is group confidence and confidence in self can the ability to relate as equal partners to other individuals and groups in the society develop.

Thus, the desire for separate programs and facilities would appear to be an attempt to institutionalize a foundation for group development and personal growth. Included in this argument is the feeling that the effects of racism, discrimination, and poverty are so personal and so devastating that sensitive discussion of economics, sociology, psychology, history, or other subjects as they impact on the problems of black people can only be held by and among those who have been the victims.

Opponents of such separatism argue from several positions. One is that knowledge of the black experience is needed as much, if not more, by white students. In recognition of the specialized needs of black and white students, Melvin Drimmer, Professor of History at Atlanta University, has discussed the possibility of separate programs for black students and white students. One might expect that in such programs certain courses would be open to both. The other argument against separatism has to do with the legal ability of an institution to receive federal or state funds when facilities or offerings are segregated.

In some cases it appears that college administrators have confused the black students' demand for a role in the formulation and administration of Black Studies programs with demands for "student power." It should be noted, however, that, although the desire for "student power" may be a factor in such demands, it is not as significant as that for "black power." The black students' concern is for *black*, not *student*, control over the interpretation of the black experience. The growth in the numbers of black faculty members on many campuses is likely to be an important factor in gaining support for black student needs and demands. As translators of these demands and as new members of the machinery that traditionally makes significant university decisions, perhaps they can lessen the fear and confusion that the issue of separatism has produced.

Ironically, the issue of "Black Studies for Black Students Only" would appear to be a "paper tiger" on most campuses. Perusal of most of these programs suggests that black students are not opposed to open enrollment in such programs, except where, for budgetary or other reasons, enrollment must be limited. In such cases, they feel that preference should be given to black students who intend to major or concentrate in Afro-American Studies, are preparing for graduate work or research in these fields, or expect to work in the black community. Black students, therefore, are not as concerned with the *ex*clusion of whites as with the *in*clusion of Blacks.

The issue of autonomy for Black Studies programs, departments, or schools is beyond the scope of this book, since the legal, political, and educational factors involved vary with each institution. Although working compromises have been instituted in some colleges and universities, no formula has as yet been found for a uniformly successful resolution of the problem.

The Role of Students in Program Development and Implementation

Student participation has been a crucial element in the development of Black Studies. The role of students has generally been far more extensive in Afro-American Studies than in other fields. Students have participated in the generation, the development, and, in some instances, the administration of Afro-American Studies programs. They have been influential in recruiting program directors, faculty, and minority students and in planning curricular content and extracurricular activities.

It is of interest to note that, in most cases, greater success in the development of Black Studies programs has occurred at those institutions where the administration has acted flexibly to involve students in the formation of the program. At Yale University, for example, the Afro-American Studies major was planned by a committee of two faculty members, four students, and two members of the administration, who worked closely together beginning in spring, 1968. Similar, though somewhat larger, committees established the undergraduate programs at Oberlin College and the University of Washington. On both committees, students had equal representation with faculty and administration. Indeed, at Oberlin the committee was changed at the request of the students to include an equal number of faculty and student representatives.

At Stanford University, students participated in the administration and development of the African and Afro-American Studies programs established in

January, 1969. The importance attached by students to their role in program development has been dramatized at Harvard University, where in its earlier stages the Afro-American Studies program was attacked by black students, who felt that they had been excluded from any meaningful influence on the implementation of the program. The resulting agreement to allow students an unprecedented role in faculty selection may be indicative of the influence that students will have in future university decisions.

Wesleyan University offers another example of the new roles that students may assume, particularly in Afro-American Studies. Black students there have not only participated in the development of new curricula, but, to a limited extent, have also been involved in the teaching of courses in Black Studies.

The movement of undergraduate and graduate student influence and opinion into areas traditionally reserved for the faculty and administration has particular significance for black students, and their attitudes are certain to have profound effects on the future of higher education. Virtually all universities where black students have taken an active part in curriculum development have cited the value of student contributions and have emphasized the importance of allowing students to participate at the decision-making level. The significant role played by students in the formation of Black Studies programs has, at many universities, served as a catalyst for increased student participation in other areas of university life.

COURSES AND PROGRAMS IN AFRO-AMERICAN AND ETHNIC STUDIES

Colleges and universities throughout the country are rapidly developing a wide variety of Afro-American and ethnic studies courses and programs. As of May 30, 1969, at least sixty-seven institutions of higher learning were contemplating or developing full-scale programs, and a few universities already had programs in operation. (For a listing of programs contemplated or under way around the country, see pp. 273-80, below.) A far greater number of universities have introduced a variety of new courses (as opposed to programs) focusing on the interests and concerns of Afro-Americans and other ethnic groups. The introduction of new courses and programs has frequently been accompanied by efforts to re-evaluate existing offerings in an attempt to make them relevant to Afro-American life and culture and to eliminate distortions in curriculum and instructional materials.

Most of the 127 colleges and universities responding to the questionnaire reported at least some additions to the curriculum in the area of Afro-American Studies. The proposed programs take many forms, from scattered courses in isolated departments to undergraduate and graduate degree programs. Structural arrangements include institutes, departments, centers, schools, and colleges. Only a very few of the respondents appeared satisfied that their present curricula adequately reflect the pluralistic nature of society and the importance in its development of Black Americans and other minority groups. Only a small number of colleges stated that there had been "no demand" for such innovations as yet or that the questionnaire did not apply to their situation.

Courses in Afro-American Studies

The majority of universities adding courses in Afro-American Studies to their curricula were not, at the time of the survey, currently planning to coordinate the various departmental offerings or to create new departments. In most instances, the new courses were introduced within existing departments, usually in English or history. Of these, the most common were "Afro-American History," "Urban Sociology," "Politics of Poverty," "Civil Rights and Black Power," "Race and Ethnic Relations in the United States," "Economics of the Ghetto," "The Psychology of Prejudice," "American Black Literature," "Education of the Disadvantaged," "Urban Education," and "Musical Traditions of Afro-Americans." (For a more complete listing of existing and proposed courses in Afro-American Studies, see pp. 281-91, below.)

At Oberlin College a proposed introductory course provided a comparative and interdisciplinary framework for analyzing and understanding the many facets and conditions of the black experience. The first semester of this course, called "Images of the Black Man," will examine cultural attitudes toward the black man and of the black man in Western civilization, as revealed in documents and works of art. The second semester will be devoted to "Patterns of Slavery and Racial Contact," a comparative study of the social organization of slavery and racial interaction at different times and places in the Western world and Africa.

At most universities, courses dealing directly with the history and culture of Black Americans have been introduced since 1968. Indicative of the rapid pace of recent changes is the situation at Wesleyan University, which had no courses related to black culture prior to 1966. Wesleyan now offers a comprehensive selection of such courses in several departments. Eight courses were introduced during 1966-67; in 1968 ten additional courses related to Afro-American Studies were made part of the curriculum.

Nondegree Programs in Afro-American Studies

Many universities have realized that they must do more than simply increase the number of courses relating to black history and culture in various departments and urge that a focus be given to the new curricular offerings. At least sixty-seven institutions are initiating programs to coordinate current and future offerings in this field. A number of institutions, although hesitating to introduce a major in Afro-American Studies, have proposed or initiated programs of more limited scope. At these institutions the student continues to major in an existing discipline, with a minor or other similar emphasis in Afro-American Studies.

This approach is exemplified by Carleton College, which issued a report in November, 1968, based on the recommendations of a faculty-student committee appointed to consider "all aspects of the College which touch upon questions of black-white relations and Negro culture."[12] The college began developing a Black Studies Program "to coordinate and expand Carleton's present course offerings and extra curricular activities related to race."[13] Carleton acknowledged that its curriculum, "which has been white-oriented during most of its history, requires a period of experimentation and innovation to determine the most effective means of accomplishing the self-renewal and reform that is needed."[14] A statement in the Carleton report typifies the thinking of a large number of institutions contemplating similar programs: "Present financial resources do not permit us to develop such programs in a manner and intensity we believe necessary to make them an influential and pervasive part of the curriculum."[15]

Among the other colleges and universities that planned to offer nondegree programs in Afro-American Studies are Northwestern University, Oberlin College, Swarthmore College, Princeton University, the University of Michigan, the University of Iowa, the University of Wisconsin (Milwaukee), and Roosevelt University.

At Oberlin College, a faculty-student Ad Hoc Committee on Afro-American Life and Culture proposed an Afro-American Studies program that was unanimously approved by the faculty in November, 1968. The proposal called for an interdepartmental program to be initiated in September, 1969, which is expected to take two or three years to be fully implemented. The proposed program consists of a required basic curriculum and several elective courses. At its conception, the basic curriculum was to consist of a two-semester introductory course and at least one course selected from each of the following three areas: Afro-American art (literature, music, plastic arts, etc.), Afro-American history, and the social sciences as they relate to the Afro-American experience. Students could therefore major in one of the areas of study already offered at Oberlin and participate in the Afro-American Studies program at the same time. A notation on a student's academic record would indicate that he had successfully completed the basic curriculum in Afro-American Studies. At Oberlin, as elsewhere, all students are free to elect individual courses in the curriculum without declaring themselves program participants.

At Princeton, as of September, 1969, students interested in Afro-American Studies will continue to major in existing departments. They are, however, also able to qualify for a special certificate by completing work in an interdisciplinary program in Afro-American Studies. Although few details about the program at the University of Michigan were then available, a report issued by the university in February, 1969, stated that a center for specialization and/or a specified sequence of courses on Afro-America was being developed with the advice of a black student organization on campus.

A somewhat different approach to Afro-American Studies has been proposed by the Black Studies Curriculum Committee at Swarthmore College. The committee proposed that, rather than specializing in Black Studies as a separate minor field, students majoring in subjects bearing on Afro-American culture would be permitted to concentrate their major in that area. At the present time, these subjects are art history, economics, English, history, music, political science, sociology, and anthropology. Although individual departments will establish the appropriate requirements for a Black Studies concentration, the committee recommended that students concentrating in Black Studies take a minimum of five semester courses or their equivalent in Black Studies within their major departments.

Interdisciplinary Degree Programs in Afro-American Studies

The most widely adopted form for Afro-American Studies is an interdepartmental, interdisciplinary undergraduate major. (A number of colleges and universities had planned to inaugurate such a major in Afro-American Studies by September, 1969. They included the University of Cincinnati, Florida State University, Sacramento State College (as part of the Ethnic Studies Curriculum), California State College at Los Angeles, San Fernando Valley State College, the University of Minnesota, the State University of New York (Buffalo and Stony Brook campuses), the University of Washington, Wayne State University, Wellesley College, and Yale University.) Typically, related courses are offered by existing departments, and interdisciplinary courses and seminars have been added to the curriculum. At many universities, emphasis in one discipline is required within the over-all scope of the major. A committee of faculty members drawn from the various participating departments usually directs the program.

A proposal submitted by a student-faculty group at Yale University, which inaugurated a major in Afro-American Studies in September, 1969, presented the principal arguments for an interdisciplinary major:

> The experience of Afro-Americans and the relevant historical and comparative experiences of black people elsewhere furnish an important and relevant body of experience to be investigated by scholars and understood by interested students. This body of experience is of such great variety that no existing arrangement for undergraduate concentration, whether in a department, an area studies program, or a divisional major, can adequately comprehend it. Of course, no major could acquaint a student with every important aspect of the experiences of black people. The Afro-American major we propose does not claim to do so. It is intended instead as a framework within which a student can study some important aspects of that experience and acquire competence in the findings and methods of a relevant discipline.
>
> To achieve this goal, the major in Afro-American Studies will take advantage of those characteristics of Afro-American experience that

> make it uniquely valuable for serious academic study and teaching: its essentially interdisciplinary nature.[16]

Other universities stress additional reasons for establishing degreee programs in Afro-American Studies. Although the exploration of a specific area of knowledge and experience can be the primary objective for the undergraduate major—and for this reason alone the major in Afro-American Studies is justified—a degree in this field can also serve as a broad background for graduate studies in the humanities, the social sciences, and many professional fields. A degree in Afro-American Studies can also provide important supplementary preparation to professional training for education majors and other persons planning to join public or private agencies or to work in urban and community-related programs.

At Yale, the interdisciplinary major in Afro-American Studies emphasizes the relevant aspects of a traditional field in either the humanities or the social sciences. A junior seminar designed to acquaint students with the problems, methods, and bibliography of Afro-American Studies and a senior colloquium for which a major paper will be written are two principal features of the major. The program encompasses and emphasizes the international nature of Afro-American Studies. Besides the earlier history of Africans and their introduction to the New World as slaves, the program includes an examination of the experiences of peoples of African origin, in the United States and elsewhere in the Americas, particularly in the Caribbean and Brazil. In addition to African Studies, Latin American Studies, and Urban Studies, the following departments and special studies programs will contribute courses and faculty to the Afro-American Studies program: anthropology, economics, English, history, history of art, history of music, political science, psychology, and sociology. The program will be administered by a faculty committee representing the various departments and special studies programs and on which students will also be represented. Although several courses directly related to Afro-American Studies are currently offered in the graduate school, Yale did not at the time of the survey plan to develop a graduate degree program in Afro-American Studies.

Another university in the process of establishing a major in Black Studies was the University of Washington, where a Bachelor of Arts degree in Black Studies was a principal recommendation of a faculty-student committee. The proposal stemmed from an inquiry about how the university can, "consistent with the best of academic traditions, establish an appropriate framework for the study of Black American culture and reshape its educational programs to help destroy the elements of racism still to be found in American society."[17]

The major will draw courses from various subject areas in the humanities and the social sciences, with emphasis on a traditional discipline. It will consist of upper- and lower-division courses, of which twenty hours will be taken in the lower and fifteen in the upper division. In addition, the student will be expected to take thirty hours of courses in a related discipline. Approval of degree-granting status, though pending, was to be determined during the fall quarter.

The committee report urged that the highest priority be given to the development of interdisciplinary "core" courses in these fields, as an introduction to Afro-American Studies for the nonmajor as well as the basis for more advanced work. Intermediate-level courses built on the core courses were to have a disciplinary focus. After satisfying the introductory and intermediate requirements, a student majoring in Black Studies would then be eligible for advanced courses and interdisciplinary seminars as well as research and field-work programs. Special emphasis is placed upon the need for teacher-training programs to incorporate Afro-American Studies material into the curriculum so that primary and secondary school teachers may be better prepared to instruct black children and to interpret and teach black life and culture in predominantly white or racially mixed schools.

Stanford University has been the first institution covered in the survey to inaugurate an interdepartmental program leading to a Bachelor of Arts degree in African and Afro-American Studies. The Stanford program, in which thirteen sophomores and juniors enrolled in January, 1969, combines training in a traditional academic discipline with work in African and Afro-American Studies. Work in the major includes a senior research paper, or comparable project, carried out in consultation with the student's adviser, who is both a member of the faculty in the department with which the student is affiliated and a scholar in the area of African or Afro-American Studies.

The Stanford program appears to have been constructed around an existing series of courses in African Studies. As a result, eleven of the fourteen core courses offered for the major deal solely with African Studies. The Committee on the Undergraduate Program in African and Afro-American Studies does intend, however, to augment the present offerings in Afro-American Studies in order to correct the current imbalance.

Departments, Centers, and Institutes of Afro-American Studies

Although the great majority of universities establishing Afro-American Studies programs are developing them along interdepartmental lines, a substantial number—including many that have been the scene of student demonstrations in recent months—are exploring the possibility of establishing programs that are broader in scope and have an even greater degree of autonomy than have the interdepartmental programs. Many also include courses relating to Puerto Ricans, Mexican Americans, American Indians, and Oriental Americans, frequently under the "ethnic studies" rubric. Several universities are now in the process of developing comprehensive programs—either independent from, or in conjunction with, existing departments—and are frequently accompanied by a variety of community projects, research, and special program activities. (They include the University of California at Berkeley, the University of California at Santa Cruz, Cornell University, Harvard University, Hunter College, the State University of New York at Albany, the University of Wisconsin, Indiana University, and San Francisco State College.)

These institutions are devising a range of innovative programs that may take the form of an institute, department, center, school, or college. Most of these universities plan to institute an undergraduate major similar to interdepartmental programs and leading to a B.A. degree in Afro-American Studies; some anticipate the development of graduate programs as well.

Whereas most of the universities mentioned above visualized programs with departmental status, a few universities are developing Afro-American Studies programs that are neither as loosely structured as the interdepartmental offerings nor as autonomous as a separate department with its own faculty and budget.

At one institution, Indiana University, the president and faculty council unanimously approved a proposal for the establishment of an Institute of Afro-American Studies. The Institute will expand and coordinate the relatively extensive departmental and interdepartmental course offerings for the university's Afro-American Studies program, which was established in October, 1968. The committee that submitted the proposal recommends the immediate establishment of an undergraduate and a graduate minor in Afro-American Studies and charges the director of the Institute to submit plans for an undergraduate major as well as a graduate degree granted jointly in Afro-American Studies and another field. The Institute planned to begin offering courses in January, 1970, and to institute undergraduate and graduate minors by September, 1970. Courses given in various departments or schools other than the College of Arts and Sciences were to be cross-listed with offerings in the Afro-American Studies program.

In contrast with the interdepartmental programs at Yale, the University of Washington, and other universities where faculty members in the Afro-American Studies program are affiliated with existing departments, the Indiana study group recommended that faculty appointments in Afro-American Studies be made either jointly with other schools and departments or exclusively in Afro-American Studies. Besides administering the Afro-American Studies program, Indiana University's Institute of Afro-American Studies will also coordinate research on the graduate and postgraduate levels, supervise special academic programs and services for students from disadvantaged backgrounds, both on the undergraduate and postbaccalaureate levels, and establish cooperative programs and exchanges with other institutions.

Wesleyan University's Institute of Afro-American Studies is similar to the program at Swarthmore College, in that students take an Afro-American concentration within a relevant discipline, rather than pursuing a degree in Afro-American Studies. In addition, however, the Institute acts as a coordinating body for all courses relevant to Afro-American affairs. Faculty hired to teach these courses receive joint appointments in the Institute and in one of the departments.

Although demands for the establishment of separate colleges outside the university structure have been uniformly rejected, faculty and students at many institutions are planning the creation of independent departments. The proponents of the departmental structure for Afro-American or ethnic studies contend that a department would gather the relevant existing departmental offerings under one roof and would facilitate the creation of interdisciplinary courses, thus enhancing interdepartmental collaboration while maintaining and developing its own identity and educational mission. Typically, a department of Afro-American Studies would appoint faculty, sometimes jointly with another department. It also would be granted sufficient autonomy to prescribe a course of study and adequate budgetary and other facilities to implement its instructional programs.

Although departments of Afro-American Studies or ethnic studies are being given a considerable degree of autonomy, institutions including the University of California at Berkeley, Brandeis, and the University of Wisconsin emphasize the need for collaboration with other departments of the university. For example, faculty members affiliated with traditional disciplines would also teach courses offered by the new departments, and a degree in Afro-American Studies would usually require concentration in an established discipline.

Proposals for departments generally encompass ambitious plans for incorporating field work in the community with the degree program. This is not to say, however, that some institutions that offer a less cohesive program do not also recognize the importance of expanding course work to include research and participation in community activities.

One rationale for establishing a department of Afro-American Studies was presented by Professor Andrew Billingsley, Assistant Chancellor for Academic Affairs at the University of California at Berkeley, who stated that one of the purposes of creating such a unit would be "to produce larger number of black scholars and intellectuals, professionals and community leaders." He also pointed out:

> The problem is that our present procedures are not maximally designed to accomplish this purpose. And while other departments will need to increase their efforts in this direction, their major educational mission, their departmental structure, the priorities and values of their faculties, and their present resources all place some limitation on their efforts. The major problem with existing departments, however, is that their primary emphasis on a discipline or a limited range of disciplines makes the development of black scholars secondary at best.[18]

Brandeis University is also in the process of establishing a Department of Afro-American Studies. In announcing the university's plans to create the department, President Morris B. Abram emphasized that it will "operate within the normal framework of the university—not as an autonomous unit with the power to hire and fire."[19]

At the University of Wisconsin (Madison), the faculty voted on March 3, 1969, to recommend the creation of a Black Studies Department within the College of Letters and Science. Under the proposal, a steering committee composed of seven faculty members and two students would have been authorized to organize the department. A minority of the faculty, however, voted in favor of an interdepartmental program, stating that the proposal of an Afro-American department was in response "to a momentary expression of political pressure."[20] Since that time, dissension concerning the leadership and composition of the committee has resulted in the formation of a new Black Studies committee, which is now in the process of setting up the department. It is hoped that a degree-granting unit will be in operation by September, 1970.

Harvard University announced creation of a Department of Afro-American Studies in September, 1969. The Faculty of Arts and Sciences approved this plan on April 23, several months after it had agreed to implement the recommendations for a more limited interdepartmental program proposed in a comprehensive report by the Faculty Committee on African and Afro-American Studies. (All meetings of the faculty committee were attended by two student observers nominated by the Ad Hoc Committee of Black Students. Occasionally, other interested students and faculty members also met with the faculty committee.) A student strike and two-week boycott of classes by black students led to the change in structure of the proposed program and, more significantly, to the controversial decision to grant students a major role in the administration of the new program and in selection of the faculty.

Harvard's faculty committee report, which was issued in January, 1969, included many recommendations made after a thorough study of current university offerings. The committee proposed that the university commit itself to the goal of developing undergraduate and graduate degree programs in Afro-American Studies, with priority given to the development of the undergraduate program. It suggested that a degree in Afro-American Studies be made available to the class of 1972 and that it be awarded initially in combination with a degree in an existing field of study. In addition to the degree program in Afro-American Studies, the report recommended greater emphasis on Afro-American Studies within present fields of concentration so that nonmajors also have the opportunity to familiarize themselves with the history and culture of black America.

At Harvard, as elsewhere, the need for scholars and teachers in Afro-American Studies is seen as immediate and critical; the framers of these recommendations stated that it would be difficult to begin adequate degree programs without at least ten specialists in a minimum of six areas of Afro-American Studies: history, sociology, political science, economics, literature, and the arts. They urged, therefore, that the university appoint at least ten tenure, term, and visiting faculty members by September, 1969, with the recommendation that at least five of these new faculty members begin teaching by that date. (On April 24, 1969, *The New York Times* reported that, as of that date, the faculty-student search committee had not been able to attract a single scholar to teach in the department.)

The Harvard report strongly emphasized the importance of establishing a Center or Institute for Afro-American Studies, whose purpose would be to "provide intellectual leadership, a physical locale and sufficient material resources for consideration of all aspects of the Afro-American experience."[21] One model for this kind of structure is the Afro-American Studies program at the University of Wisconsin (Milwaukee), which is one component of the Center for Afro-American Culture. The Center also directs research and supportive services. As approved by the faculty in June, 1968, the proposal of the Ad Hoc Committee on Afro-American Culture called for a program sponsored by the Center, to be composed initially of lower-division undergraduate courses. Center-sponsored courses in Afro-American Studies may also be used to satisfy certain general education requirements in the humanities, the social sciences, and the fine arts. The Center has its own budget and can hire its own faculty, as well as institute new courses. At present it is not degree-granting, but a two-year development period leading to the establishment of a degree program is anticipated.

Cornell University has established an Africana Studies and Research Center, which was approved by the university's Board of Trustees on April 10, 1969. The Center is designed to meet the educational needs of black students under black faculty leadership. Although other faculty members will teach in the program and other students may take its courses, "the effort has been to generate a predominantly black educational subculture within the framework of the university."[22] The Center will be provided with its own budget ($240,000 was allocated for its first year of operation) and will be able to appoint faculty, perhaps jointly with the departments, and to offer courses for credit. The administration has specified that the Center will not be created as a degree-granting unit at this time, but it has not ruled out the possibility that the program may eventually lead to a separate, degree-granting unit of the university.

Cornell has also approved a student-faculty committee's recommendations for an undergraduate major and a graduate program of study and research in Afro-American Studies, tentatively including a doctoral minor. The academic program focuses on the study of the black experience in Africa and especially in the New World. The most innovative feature of the Center is the emphasis on preparing its graduates to meet the needs of the black community. According to the prospective director of the Center, the program will be designed to add "a commitment or value orientation" to equip blacks to meet the needs of the black ghetto by complementing professional school courses such as medicine, engineering, city planning, agronomy, and law.[23] One aspect of the Center's program will be an urban extension center [illegible] a metropolitan black community, perhaps in concert with other universities.

Ethnic Studies Programs

Most academic programs relating to the problems and concerns of minority groups focus mainly on the Afro-American experience. A growing number, however, are also increasingly attentive to the concerns of such ethnic minority groups as Puerto Ricans, Mexican Americans, American Indians, and, to a lesser extent, peoples of Asian origin. Because the relationship of these groups to the dominant culture of the United States resembles in many ways that of the Black Americans, several universities are integrating all relevant courses into an ethnic studies program, which combines a study of the history, culture, and contemporary existence of one or more of these groups with a study of the Afro-American experience.

Although the offerings in ethnic studies vary widely, certain representative courses currently being made available are: "Peoples and Cultures of Latin

America," "Latin American Community Organization," "History of the Negro in Latin America," "History of Mexican Americans," "Spanish-American Literature," "Mexican Art," "History and Culture of Puerto Rico," "North American Indians," "Primitive Art: North America," and "Migration Patterns in the United States." (For a more comprehensive listing of existing and proposed courses in ethnic studies, see pp. 291-92, below.)

Generally, the institutions offering ethnic studies programs are located in an area where certain of these ethnic groups are represented in substantial numbers. In New York City, for example, where Puerto Ricans comprise approximately 12 per cent of the total population, several institutions are in the process of developing comprehensive programs. At Hunter College, a Department of Black and Puerto Rican Studies was established in 1969 by a student-faculty committee. The department offers ten courses, divided into Black and Puerto Rican "sequences." Requirements for the major have not yet been determined but more than 200 students are now enrolled in the program.[24]

The demand for ethnic studies programs is greatest at colleges and universities in California, where Mexican Americans comprise the state's largest ethnic minority and where Blacks, Indians, and Asians also reside in significant numbers. By mid-1970, Sacramento State College, San Fernando Valley State College, and California State College at Los Angeles were creating programs in Mexican American Studies in addition to Afro-American Studies.

San Francisco State College, wracked by a turbulent five-month strike led by the Black Students Union and the Third World Liberation Front, announced an agreement by which a School of Ethnic Studies, to include Black Studies, Asian Studies, Mexican American Studies, and Native American Studies, would commence operation in September, 1969. The agreement provided for student participation in planning the school and for community participation in the choice of the director and faculty of the new Black Studies program.

Similarly, after a student strike in support of an autonomous College of Ethnic Studies, the faculty of the University of California at Berkeley voted to establish an Ethnic Studies Department, with the possibility of eventual conversion into a college. It replaces a Department of Afro-American Studies, which had been approved by the administration prior to the strike. The department is composed of four divisions: Black Studies, La Raza (Mexican American) Studies, Asian Studies, and Native American Studies. Beginning during the 1969-70 school year, students may pursue a degree in any one of the four divisions. It is anticipated that each of these divisions will become a department by September, 1970, and that together they will comprise a Third World College.

The University of California at Santa Barbara and the University of Southern California are also developing ethnic studies programs. The University of California at Santa Cruz, which is composed of residential liberal arts colleges, each with a distinctive focus, plans to emphasize the study or urban and ethnic problems in it seventh college, tentatively scheduled to open in 1972.

Universities in other states that are developing ethnic studies programs include the University of Hawaii, where an undergraduate major has been proposed. This program will correspond to the ethnic composition and problems of the surrounding community by focusing on Polynesian and other Pacific Island cultures. It will also encompass Asian and possibly Afro-American cultures as well. In addition, the University of Minnesota intends to inaugurate an ethnic studies program, including an Afro-American program, with an undergraduate major in September, 1969. Universities that have begun to respond to the education needs of the American Indians in their states include the University of Arizona and the University of South Dakota. At the University of New Mexico, extensive course work, independent studies, and field work—primarily under the auspices of the Anthropology Department—focus on Indian cultures of the Southwest.

Although the University of California at Los Angeles was not planning a teaching program in ethnic studies, it was developing an American Cultures Institute, which will conduct research into the problems of ethnic minorities. The Institute will initially encompass four cultural centers: Afro-American, American Indian, Mexican American, and Oriental American, each of which will have its own director and staff. Plans include the publication of a quarterly journal devoted to articles and reviews pertaining to the history, culture, and social problems of American minority groups.

FACULTY RECRUITMENT AND QUALIFICATIONS

The widespread expansion of Afro-American and ethnic studies programs has necessitated intensive recruitment efforts for faculty to teach the new courses. The general thinking is that knowledge of the subject matter and the ability to convey it are the principal criteria in choosing faculty members. Regarding Afro-American Studies curricula especially, the great majority of universities responding to the questionnaire strongly emphasized that it would be unwise to specify that courses in minority studies be taught exclusively by members of minority groups. Assuming comparable educationally acquired knowledge between a white and a black person, however, it was recognized that a black person with more exposure and consequently more sensitivity to the black experience can perhaps add another dimension to his instruction and make a more valid and valuable contribution to this new area of study.

In addition, many programs will have a strong community component, which will emphasize the more practical and participatory aspects of learning. For such programs, staff members should also be members of those communities and have an in-depth experiential knowledge of the specific community-related subject or program being taught. Because the number of black scholars now available does not even approach the extent of the demand, several universities, including Harvard University and Indiana University, urge the establishment of research centers and graduate programs to prepare more scholars in the field.

Many universities currently developing Afro-American Studies programs contend that criteria other than traditional academic graduate study should be considered in evaluating candidates. The Faculty Committee on African and Afro-American Studies at Harvard emphasizes this point in their report:

> In making appointments, the Committee and the University should note that many men and women, with considerable competence and national reputations in aspects of Afro-American Studies, have not, for various reasons, acquired the normal academic credentials. This point is particularly applicable to people who have been active in efforts to create economic, social and legal and political change in recent years.[25]

The University of California at Berkeley and several other universities also urge the appointment, perhaps as resident or visiting lecturers, of writers, artists, and other intellectuals who have mastered a body of knowledge by other than traditional means. Other suggested methods of taking full advantage of existing talent include more reliance on graduate students and, in some instances, on undergraduates who possess a specialization or knowledge that senior faculty members may not have acquired in an area of study.

The efforts by predominantly white, northern colleges to recruit black faculty from predominantly black, usually southern colleges have been met with criticism. Vincent Harding, Chairman of the Department of History and Sociology at Spelman College in Atlanta, is one of the most outspoken critics of such "raiding." He urges the establishment of special visiting professorships rather than the outright raiding of black schools. Harding recognizes that such a move would be no more than a token presence, but "it represents a temporary measure which might have some mutual benefit" while a greater supply of scholars in Afro-American Studies is being created.[26] A number of predominantly white universities, recognizing the detrimental effect of this "brain drain," have also begun to establish joint appointments and exchange professorships with neighboring and southern black colleges.

NOTES

1. Carleton College report, November, 1968.

2. University of Chicago report, February 17, 1969.

3. Yale University report, 1968.

4. Harvard University report, January 20, 1969.

5. University of California at Berkeley report, November 11, 1968.

6. San Francisco State College report, December, 1968.

7. Oberlin College report, November, 1968.

8. Harvard University report.

9. Harvard University progress report, September, 1969.

10. Yale University report.

11. Gwendolen Carter, "African, Afro-American, and Black Studies in a Time of Change," *Chicago Tribune Magazine*, October 26, 1969.

12. Carleton College report.

13. *Ibid.*

14. *Ibid.*

15. *Ibid.*

16. Yale University report.

17. University of Washington report, August 15, 1968.

18. University of California at Berkeley report.

19. Morris B. Abram, "The Eleven Days at Brandeis—As Seen from the President's Chair," *New York Times Magazine*, February 16, 1969, p. 116.

20. University of Wisconsin *UWM Post*, March 7, 1969.

21. Harvard University report.

22. Quoted in the University of California at Berkeley report.

23. Ernest Dunbar, "The Black Studies Thing," *New York Times Magazine*, April 6, 1969, p. 78.

24. "Hunter Is Offering Black Studies Degree Courses," *The New York Times*, October 26, 1969, p. 62.

25. Harvard University report.

26. Vincent Harding, "New Creation or Familiar Death?," *Negro Digest*, March, 1969, p. 11.

CHAPTER 8 TRENDS IN URBAN STUDIES

Philip V. White

INTRODUCTION

Interest in urban studies at the nation's universities took a sharp upward turn when violence in the urban ghettos forced all Americans to face the results of black poverty—emotional and economic—and the grim reality of rapid deterioration of American urban centers. Subsequent student demands for involvement in educational decisions and relevance in educational curricula were often focused on the lack of courses and programs dealing with urban and urban-related ethnic problems, particularly in their social and human aspects. The response of universities, in many instances, has been to create an urban research center or an extension arm to deal with urban problems or to supplement city planning programs (traditionally housed in Schools of Architecture) with a course or two from economics, sociology, or other related social sciences.

At the same time, other departments and professional schools were finding segments of the urban problem to which they could apply their expertise in teaching, research, or service. It is no longer uncommon to find occasional courses with special urban applications in traditional departments, such as history, sociology, economics, government, or political science. Other fields—geography, ecology, public administration, and engineering—have explored aspects of the urban scene. The professions of law, business, architecture, medicine, teaching, social work, and journalism have all entered the fray, each from its own vantage point.

In many ways, unfortunately, this fragmented academic structure mirrors the manner in which other institutions of society, especially government and the professions, have responded to the urban crisis. Although it is clear that many otherwise unrelated disciplines or professions can make significant contributions to the understanding or solution of certain urban problems, a far more comprehensive system for defining and dealing with urban problems is called for if there is to be any substantial hope of finding effective and lasting solutions.

Educational institutions are now becoming aware that linkages that facilitate interdisciplinary and interprofessional study are essential if the researcher and practitioner are to be properly equipped to function in the milieu of today's—and tomorrow's—complex and significant problems. What appears to be needed is a curriculum that concentrates on the city in its totality, drawing from the content and methodology of a variety of subject-matter fields, for a synergistic whole. In this sense, urban studies serve an integrative function through which many ideational frameworks and analytical approaches can lead to discovery and intellectual insights at a level different from, and, consequently, more effective than, any one perspective alone.

In addition to an insistence on an interdisciplinary approach, progress in urban studies will depend heavily on field work and on educational experiences through which students may discover or rediscover basic principles and develop awareness of the complexity and interrelationship of "urban" factors. To create sound field work programs—particularly where such activity carries with it academic credit—effective means for faculty direction and supervision must be developed, and relationships with community groups and agencies must be enhanced. Field projects must be carefully selected, so that the student sees urban problems in the total context of competing values and goals, social forces, political pressures, and economic influences.

The material for this chapter is based upon data gleaned from a survey of colleges and universities known to have urban or urban-related studies programs. Fourteen of the forty-eight universities contacted responded to a specially constructed questionnaire. In addition, twelve of the institutions responding to the companion survey on ethnic studies programs included information relevant to urban studies. Pertinent data from three more universities, obtained before commencement of this study, were also included. In the main, the survey was confined to schools that offer a teaching program; however, information about the Joint Center for Urban Studies of the Massachusetts Institute of Technology and Harvard University is included to indicate the wide range of studies undertaken by research-oriented institutes. The base for this chapter, therefore, is thirty institutions. (For the letter of introduction sent to colleges and universities surveyed and a list of those contacted and responding, see pp. 295-98, below.) What emerged was a series of tentative models and directions for existing and developing urban studies programs. (For a listing of selected courses in urban studies, see pp. 298-303, below.)

Clearly indicated by this study was the finding that undergraduate programs in urban studies were not as prevalent as were graduate programs. This might reflect, in part, the difficulty of mounting interdisciplinary programs at the baccalaureate level, since the traditional departments of universities by and large control requirements and possibilities for majors. The undergraduate programs reviewed were most often incipient and did not yet offer many opportunities for work study, independent research, or direct community action.*

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*The information for this chapter was collected in the early part of 1969. Given the rapidly developing nature of urban studies programs, this information may not in all cases reflect their current status.

UNDERGRADUATE PROGRAMS

The general form of the undergraduate programs reviewed range from loosely coordinated programs that borrow from the offerings of many existing departments, through a major in a specific discipline with a concentration in urban studies, through a major in urban planning, to a department of urban affairs. Brief case-study descriptions of these general forms follow.

Hyphenated Major: Dartmouth College

Dartmouth College's undergraduate program in city planning and urban studies is informal. It consists of five courses and a senior seminar that supplement regular departmental offerings. Students must fulfill both regular departmental requirements and urban studies requirements in order to graduate with degree recognition of work done in both areas.

Dartmouth students must complete three of the five courses from a set of core courses; the other two are chosen from a set of optional courses. The group of core courses is divided into two parts; the first part covers the urban relevance of government, economics, geography, and sociology; the second part deals with empirical methods that are applicable to urban inquiry: statistics, psychological design, sociological inquiry, methods of anthropological research, etc. Dartmouth students must choose two courses from the first part of the group and one from the second part. The optional set of courses, from which the student must normally choose two, include urban-related courses from engineering, art, history, government, anthropology, geography, and sociology. A senior coordinating course concentrating on the total urban environment is required of all students in the program.

Interdepartmental Program with "Professional" Options: University of Toledo

The University of Toledo is considering a modified interdepartmental major, under the direction of its Urban Studies Center, that would require the completion of ninety hours of specified courses. These courses include forty-seven hours of core course work in economics, political science, sociology, geography, history, speech, journalism, psychology, and statistics, with the additional course work in urban studies leading to one of three concentrations: Urban Development, Urban Administration, or Urban Leadership.

In each of the concentrations, the student draws upon courses from many disciplines. The concentrations in administration and development are each thirty-five hours, with eight hours of electives, and the concentration in leadership is thirty-six hours, with seven hours of electives. The Urban Development concentration focuses on urban renewal, urban planning, and urban real estate; Urban Administration stresses public administration and financial and personnel administration; and the Urban Leadership option emphasizes public relations, public opinion and propaganda, and community organization.

Five-Year Major As Part of an Institute: Yale University

Yale University currently offers an undergraduate urban studies major. The possibility of a five-year major with one year of field experience is also feasible. Courses are drawn from all divisions of the university. The major is part of an Institute that will house other social science departments. New courses will be designed in the humanities, political science, and sociology. During the fifth year of the major, the student will have the option of choosing an integrative humanities or social science curriculum. Representatives from the departments of law, economics, sociology, political science, history, and English are on the urban studies faculty coordinating committee.

Urban Studies with Broad Interdisciplinary Foundation: University of Oklahoma

The University of Oklahoma has initiated an urban studies program that allows undergraduate students to take a wide range of courses in economics, political science, geography, and sociology. The student does not major in any one department, but must complete a minimum of thirty-six hours from any three departments mentioned, including no less than six hours from one department. The program is not designed for students who plan to terminate their education with the B.A. degree.

Four-Year Undergraduate Program in Urban Planning: University of Washington

The University of Washington has initiated a four-year undergraduate program leading to the B.A. degree in urban planning as a replacement for the five-year, professionally oriented B.A. program that was offered in the College of Architecture and Urban Planning. The first two years of the program are general education; the second two years introduce the basic material in urban planning. Students have the option of terminating with a B.A. degree or of continuing their study for two additional years to culminate in a master's degree in urban planning. During the second two years, students complete prescribed planning courses, but are given latitude for choosing from among a number of alternative electives. The electives are heavily weighted toward the technically oriented sciences—many being in planning, chemical engineering, architecture, and atmospheric science—with only a comparative few offered in the social sciences.

A Department of Urban Affairs:
Hunter College

Hunter College has established an undergraduate curriculum in urban affairs that is comprehensive and creative. Underlying modification of the traditional hours, courses, and credit arrangements that the curriculum represents are several important assumptions: that most students would be starting their basic major work in the beginning of their undergraduate careers; that instruction must be designed so that students are prepared either for graduate work in the traditional disciplines or for related professional areas or, alternatively, to enter the job market immediately after graduating; and that the instructional format must permit a variety of approaches in the use of instructional materials and teachers (including the recruitment of persons with wide knowledge of urban and community affairs who might not have the standard academic preparation for teaching).

The 122-point curriculum is built around a number of "experiences." These experiences include traditional courses, many new courses of an interdisciplinary nature being offered for the first time for urban affairs majors, and various types of practical experiences that confront the students with the realities of urban life.

Students would begin their study with a "Seminar on Urbanism and Community Problems—the Personal and Observational View," which would be organized around the personal experiences that each student has had with some urban or community problem (welfare, being raised in an all-white environment without being conscious of ethnic differences, etc.). Written and oral presentations relating how the particular experience has helped to shape the personality or life-style of the student would be emphasized; it is envisioned that this course would replace a portion of the basic English requirements.

A continuation of this course would be called "Confrontation, Conflict, and Leadership," in which three or four problem areas that emerge from the seminar would be examined in depth. These areas would be characterized by high degrees of conflict among certain interests, population groups within a community, or communities. Case studies of the conflicts would be drawn up with crucial bits of information missing. Students would fill in this information through interviews with principals, by reading newspaper clippings and documentary reports, through neighborhood interviews, or by other appropriate means. Undergraduates would complete experiences by living and working with families of different ethnic and economic backgrounds for four weeks and by regular job assignments with private and public agencies involved with urban problems. Other areas with which the students would familiarize themselves are the economics of the metropolis, critical issues in urban affairs, research and analysis in the social and physical sciences, the dynamics of community participation, and urban influences on the arts, language, and literature.

GRADUATE PROGRAMS

The graduate programs described below represent a range of modes by which universities have moved into urban studies. Included are programs located in schools of public administration, departments of city planning, and in separate departments.

Urban Studies in Public Administration: University of Pittsburgh

The University of Pittsburgh Master's program in Urban and Regional Planning (MURP) is situated within the Graduate School of Public and International Affairs. Broadly speaking, the planning program emphasizes the generation and articulation of ideas. Candidates for a master's degree in urban affairs take "Urban Policy Analysis," "Systems Analysis and Urban Behavior," and "Urban Information Systems." Within the MURP program, the student may elect a professional emphasis in urban environmental planning or regional development planning; alternatively, he can study the broader areas of theory, systems analysis, research methods, and community political systems. All students in both the MURP and the Master's in Public Administration (MPA) programs can choose background courses from among eight core courses in the Graduate School of Public and International Affairs, encompassing such areas as research methodology, theory and practice of public management, administrative management, and program development and implementation. The MURP normally requires four semesters of course work and a thesis.

The MPA is offered in four related fields: Urban Development and Renewal, Urban Community Development Administration, Urban Executive Administration, and Metropolitan Studies. All these programs require three terms of study and a thesis. Conservation, rehabilitation, and redevelopment are key elements in the Urban Development and Renewal program, which seeks to prepare students for general administrative tasks; program development and implementation; consulting and research in municipal, metropolitan, state, and federal agencies; and consulting firms and private industrial development corporations.

The Urban Community Development Administration program is a recent innovation whose establishment was due in part to the new federal and local programs emphasizing community participation. Whereas the Urban Development and Renewal program stresses the physical aspects of redevelopment, Urban Community Development Administration stresses the human and socio-economic factors of redevelopment. The program is more broadly interdisciplinary than is the Urban Development and Renewal option, and electives are offered from the Graduate School of Social Work, the School of Education, and the Graduate School of Public Health.

The Urban Executive Administration program prepares students for central administrative positions in state, county, municipal, and national government, as well as in civic agencies, research bureaus, and business firms where a knowledge of urban affairs is important to the function. The program is designed to provide the student with competence in analytical techniques and problem-solving, knowledge of the processes of urban development and change, and skills in the management and administration of urban services.

The central function of the Metropolitan Studies program is to accumulate new knowledge and to convert existing knowledge into terms relevant for the solution of urban problems. Attention is focused on research and problem-solving methodologies for urban affairs; thus, the program is particularly well suited for doctoral candidates in urban affairs and for urban professionals desiring to widen their fund of knowledge to become more effective problem-solvers.

The Metropolitan Studies program is broad enough also to permit emphasis in new fields not yet recognized in Pittsburgh's Urban Affairs Department and is also relevant for those students who want to adapt their own profession for urban practice. The principal feature of Pittsburgh's Urban Affairs Department is flexibility. Because of the multiprofessional approach and the breadth of the Metropolitan Studies program, emphasis can differ from year to year to reflect the make-up and the interests of the student body.

Urban Studies in Public Administration:
Syracuse University

Syracuse University sponsors a program called Metropolitan Studies, in its Maxwell Graduate School of Citizenship and Public Affairs, that is similar to the Metropolitan Studies program at the University of Pittsburgh. The Syracuse program, however, is nondegree-granting. It represents a parallel concentration available to students while working for a master's degree in public administration or in regional planning. Doctoral candidates in economics, political science, sociology, or geography can offer Metropolitan Studies aspects of their particular discipline as one of their four areas of concentration. The core course, the Metropolitan Studies Seminar, is a two-semester sequence taught by a political scientist and an economist. Its purpose is to introduce students to the nature and scope of urban problems and to prepare them for the study of the problems of one particular Standard Metropolitan Statistical Area that will be the focus of the rest of the program.

The other courses in the Metropolitan Studies program consist of a two-semester economics course, two courses from geography (urban geography and regional analysis), a location-theory course offered by the economics department, a two-semester course in urban history, and a political science course. The economics course aims at imparting an understanding of the economics of a metropolitan area. The first semester is concerned with the methods of analysis, collection of data, and preparation of an economic-base study of an area; in the second semester the student commences actual study of the area. The location-theory course is designed with additional material on urban transportation to aid students with their studies of their areas.

City Planning: The Massachusetts Institute of Technology

The evolution of the Department of City and Regional Planning at the Massachusetts Institute of Technology illustrates the broadened outlook on physical planning that the increasingly social and cultural nature of city problems is forcing upon many of the nation's professional schools of planning. The graduate Department of City and Regional Planning is thirty-five years old; its initial enrollment was restricted to architects. One-third of the present enrollment is now made up of architects and engineers, the remainder from other fields. The traditional concerns of physical planning have been supplemented by the issues of unemployment, race, and sociological and political alienation. The research arm of the department, the Laboratory for Environmental Studies, embraces four divisions, which correspond to the directions in which the department has evolved: race and poverty, quality of the physical environment, underdeveloped countries and regions, and information systems for decision-making.

The department has abolished all course requirements. Each candidate for a master's or doctorate in city planning plans his own program with the help of a faculty adviser. The course "requirements" now state that each student is expected to develop:

> (1) a general understanding of contemporary urban society and its major components: social, economic, spatial, and political;
>
> (2) skill in the techniques for analyzing urban and regional communities: their social and economic characteristics, spatial patterns, political structure, behavioral impact, and processes of change; and
>
> (3) skill in the synthesis of development policy, including the statement of the problem, the formulation of objectives, the generation and evaluation of alternative plans and policies, their implementation, and the monitoring and adjustment of action.

The department sponsors a Special Program in Urban and Regional Studies (SPURS) for developing areas that is underwritten by The Ford Foundation. The program consists of a year of intensive exposure for midcareer professionals in developing-country planning. SPURS has resulted in the addition of new seminars in anthropology and squatter housing. A similar program is being undertaken for black community leaders. It is concerned with teaching general technical training useful for the management of a wide variety of community problems.

Innovative courses that the department sponsors include a two-semester seminar in "Psychological Functions of Environmental Form," a seminar in "Deliberate Social Change, Research Methods in City Planning" (from a social science perspective), and new seminars in computer methods for city planning.

A Department of Urban Affairs: University of Wisconsin (Milwaukee)

A graduate Department of Urban Affairs at the University of Wisconsin (Milwaukee) was established in 1963. It grew from five faculty members offering nine courses to fifteen students in that year to seven faculty members offering eighteen courses to fifty students in 1968. The faculty is appointed jointly with other units in the university.

Several features of the department merit special attention. First of all, urban affairs at the University of Wisconsin (Milwaukee) is a full department with linkages to the College of Letters and Science and to the Graduate School. It gives the students in the department a home base and provides much more secure status than a "program" in urban affairs could. The department grants its own degree, which is equal in all respects to degrees granted by other departments. It offers under its own auspices several courses in urban and regional planning, urban political structures, urban social structure, urban history, and urban renewal.

The department's mission is to train generalists in urban affairs who are able to bring theory to bear upon practice and to proceed with "wise pragmatism" when theory is lacking. The program is broadly interdisciplinary and prepares students to deal with urban problems and to develop the needed collaboration and integration of experts from different fields in solving urban problems. The emphasis of the department's curriculum is on the process of urbanization; social, economic, and political aspects of urbanization; and policy and decision-making.

During its first five years, the department required the students to complete a specific set of core courses dealing with various dimensions of urban analysis and action. In late 1968, it modified the program so that each student tailored his courses to meet his own specific needs. Now there remains only one required course, a capstone "Seminar on the City." Abolition of all other requirements came with recognition that urban affairs is nothing less than the study of man in the city and that the required courses were not sufficiently broad to include other important departments and disciplines, such as communications, philosophy, geography, and others.

Social Action Emphasis:
Southern Illinois University

Southern Illinois University provides graduate education leading to an M.S. degree in community development through a Community Development Institute. Within the Institute is a Community Studies Unit, which conducts research and designs and evaluates various training and action programs, and a Training and Consulting Services Unit, which actually undertakes various community action projects in which faculty, students, and researchers participate. Thus, a full program including instruction, research, and service is coordinated to provide a well-rounded educational experience that is enhanced by action and field observation.

The curriculum of the Community Development Institute is interdisciplinary. Students must take part of their course work in allied academic fields, such as sociology, anthropology, history, education, economics, geography, psychology, or political science. The program requires forty-eight hours of course work, sixteen being in one of the academic disciplines outlined above and the remainder being courses specifically designed or designated by the Community Development Institute. The course work requirement also calls for a thesis or major research paper. In addition, a one-year internship in a local community development program is required.

Interdisciplinary Study:
University of Chicago

The Center for Urban Studies at the University of Chicago was established in 1963 to coordinate existing research in the university, to conduct classes, and to initiate field studies and applied research. One of the Center's goals is to resolve contradictions between specialization and generalization; recognizing that many aspects of urban phenomena cut across any one discipline, it seeks to provide students in the Center with training in the discipline and insights into the contributions that others can make. The Center is convinced that neither city planning nor the mastery of one particular discipline can provide the skills needed to solve contemporary problems of the city:

> In the former case, the emphasis is upon the physical development of the city and technical subjects such as traffic and circulation, land uses, density, and design. In the latter case, the student, although later he may become a key city administrator, is trained as a specialist in the field of his choice: sociology, economics, divinity, education, architecture, social work, or law—concentrating on specific urban problems from the vantage point of his specialty. Neither avenue provides the student with coherent, organized understanding of the many forces affecting and affected by the

complex urban structure. Consequently, the resulting failure in professional performance, achievement, and response have demanded a re-evaluation of the urban practitioner's academic preparation.[1]

In each department or school of the university, the urban studies core—"The Study of Urbanization," "Urban Systems Analysis," and "Policy for Urban Systems"—is included as either required or recommended electives. Center Fellows are nominated by individual departments; they must fulfill all the regular requirements of the department (and take their departmental offerings in urban studies), complete the core-course sequence, and take the "Urban Studies Seminar" and "Urban Research Workshop."

The interdisciplinary conception of urban studies is underscored in both the "Policy of Urban Systems" and the "Urban Research Workshop," where students are given problems that cut across various disciplines and must work in interdisciplinary groups in order to solve them. The Center also offers courses in "Urban and Regional Planning," "Urban Political Sociology," and "The Modern City." The "Urban Studies Colloquium," a noncredit course, brings faculty and students into contact with individuals with ongoing responsibilities in urban problems. Field work is available in various public agencies.

Research and Community Service: A Brief Note

The late 1960's have witnessed an upsurge in urban studies research through institutes whose primary function is to generate basic research and to attempt to find solutions to some of the problems plaguing the cities. A prime example is the Joint Center for Urban Studies of the Massachusetts Institute of Technology and Harvard University.

The Joint Center for Urban Studies, funded largely by The Ford Foundation, has undertaken both basic and applied research projects. During 1967-68, members of its staff undertook over fifty studies covering such areas as the historical roots of civil disorders and insurrections, school desegregation, suburban delinquency, and welfare. The Joint Center also held a contract from the Corporation Venezuela de Guayana to work out a development strategy for the Guayana region and plans for the city of Sao Tome de Guayana in Venezuela. As of November, 1968, research was being done on housing, land use, and urban renewal; urban social processes; urban government; urban economics and transportation; and urban design in developing countries.

Both the Institute of Human Sciences (IHS) at Boston College and the Institute for Urban and Regional Sciences at Washington University in St. Louis differ somewhat from the Joint Center, having, in addition to a primarily research direction, a teaching component as well. At Boston College the research, educational and demonstration projects of the IHS are thought of conceptually as falling under one of the five programs now in operation. The rationale for this procedure is twofold. First, the programs form a conceptual umbrella to link the output of several individual projects akin to each other and thus amplify results. Second, the administrative responsibility and authority is thus decentralized in order to achieve more efficient collective use of IHS resources and talent. The five programs under which the research, educational, and demonstration projects fall are deprivation and social transition; intercultural conflict and cooperation; the individual and his adaptations in society; urban change and development; and volunteer participation and leisure activities in the urban world. Most of IHS research projects are basic; several deal with prevalence, activity, and participation of volunteer organizations. Only two formal courses have been organized thus far: a "Seminar in Urban Change and Development" for advanced students in universities in the greater Boston area and for actual practitioners in the field of urban studies and a "Seminar on Urban Development, Research, and Policy" for Boston College graduate students. The former course deals with actual contemporary urban problems; the latter is structured for extensive use of case records, team work in applied research, independent research, discussion, and presentation of group work.

Washington University's Institute for Urban and Regional Studies has undertaken research for the U.S. Corps of Army Engineers ("Criteria for Water Resource Investments"), the Committee on Urban Economics of Resources for the Future ("Design of Regional Accounting Systems"), and the Economic Development Administration ("Regional Effects of Public Investment"). Most of its research, as can be seen, is in the realm of economics. The Institute does sponsor a few courses for graduate students and offers research assistantships and fellowships to Ph.D. students who select urban and regional science as one of their areas of study.

It should be noted that a number of urban research centers perform auxiliary activities within the community, frequently of an experimental nature, that seek to test theory and practice.

CONCLUSIONS

Higher education is giving increasing recognition to urban studies as an important subject-matter area at both the graduate and undergraduate level. The most significant trend in its development is a movement away from the city-planning focus—with its strong emphasis on physical factors—toward a more balanced multidisciplinary approach that accommodates social and behavioral science perspectives as well.

At this juncture, it is too early for the results of meaningful evaluation of varying approaches to be available; one specific model for urban studies cannot be prescribed, therefore, as superior to another. Certainly one would expect differences with the size, location, student composition, and type of institution. Variations on the theme are appearing under such classifications as urban community development, urban administration, urban policy analysis, urban information systems, urban behavioral science, and urban renewal. Each of these reflects the drawing together of various subject-matter areas in new ways to attack the problems of the city.

Uncertain and experimental as they may be, steps are increasingly being taken to relate the academic program to field work and to community service and action. Continually, even more colleges and universities are turning to a consideration of how they can be most responsive to meeting national, local, and student needs in urban fields. It is entirely appropriate that they should do so. Every student, as part of a liberal education, should develop an understanding of the evolving forces and factors that are central to the urban environment, so that he may function as an intelligent citizen in dealing with urban issues.

Beyond that, what is needed are academic programs at the baccalaureate and graduate levels to prepare students for careers in urban and community work, as teachers through whom new generations of sorely needed scholars and practitioners can be produced, and as researchers through whose efforts the complex problems affecting cities can be made partially or wholly to yield. At the same time, there must be found ways to cross-fertilize the relevant disciplines and professions so that they may also apply their own expertise to the regeneration of the city.

NOTE

1. Center for Urban Studies, University of Chicago, report, 1968.

CHAPTER 9 TRENDS IN EXPERIENTIAL LEARNING PROGRAMS

Wilfred Cartey

INTRODUCTION

The application of classroom learning to direct experience with the problems of race and the cities is a relatively recent innovation. Traditionally, the urban university has tended to divorce itself and its academic programs from its surrounding community. At the undergraduate level, direct experience with these problems has been virtually nonexistent, except for scattered volunteer activities. With the exception of such professional schools as Education and Social Work, universities have provided students with few opportunities to confront actual situations in any meaningful way.

Responses received from the surveys detailed in Chapters 7 and 8, however, indicated that universities are beginning to look outward from the classroom and to place increasing emphasis on experiential learning as a valid component of the educational process. In general, these new directions have been prompted by a sense on the part of students and administrators that theoretical knowledge is not sufficient for training men and women to deal with urban and racial problems. They have also been prompted, in many cases, by a feeling that the university has an obligation to make its expertise available to its surrounding community and, in particular, to those groups that are unable to obtain proper professional services.

The following information was provided by recipients of the urban studies and ethnic studies questionnaires, to show the experiential aspect of their programs. In fact, as many as 90 per cent felt it important enough to include this information, even though it was unsolicited. Responses dealt with volunteer activities related to urban or minority affairs and with field work, internships, and other experiential learning activities for which academic credit is given. The information in this chapter is not intended as a comprehensive inventory of all such activities or of all schools. It is included here in order to present an overview of national directions in experiential learning that may be of interest to the various schools of Columbia University. Consequently, no attempt was made to collect comparable information about Columbia University student-community activities.

UNDERGRADUATE PROGRAMS

Volunteer Programs

Because of a traditional reluctance to accept experiential learning as part of the college curriculum, the great majority of community-related programs have received their impetus from student groups. Students have formed their own programs and coordinating bodies and have joined, in increasing numbers, the movement away from campus isolation. In 1967, the student tutorial movement alone involved more than 200,000 students at over 1,200 campuses.[1] Students at both undergraduate and graduate levels are now participating in health, recreational, family service, community action, and many other projects. Initially, these programs were informally organized and, although encouraged by the university, were usually operated and developed by students themselves. Increasingly, however, community projects are being organized under a central coordinating body and incorporated into the regular university structure.

A few examples of student volunteer programs should suffice to indicate the range and type of activities involved. Of these, tutorial programs appear to be the most popular and involve the greatest number of students. The Mexican American Student Association of the University of New Mexico operates an informal tutorial program that provides supplementary education to the Mexican American community. It is typical of many such programs being formed by student groups to serve a particular ethnic population. The SERVE tutorial program of George Washington University, which provides tutorial services to "temporary" inmates of the Washington, D.C., jail, is organized more formally and draws participants from the entire student body. In order to enhance the quality of volunteer service, George Washington has also established a Volunteer Tutor Institute to train volunteers and teachers of volunteers and is open to students and to members of community service groups.

The volunteer programs at Temple and Vanderbilt Universities are more comprehensive in scope. A coordinative body comprising both students and university officials cooperates on a number of different community projects. Temple's student Community Action Center coordinates a number of programs that involve undergraduates in minority-group problems. In addition to tutorials, the Center operates a Hispanic Program for the Puerto Rican community. Through this program, students have organized recreational clubs for Puerto Rican children and, during summer, 1968, arranged a two-week trip to Puerto Rico for fourteen Philadelphia high school students.

Vanderbilt University's Volunteer-in-Service effort is carried out in conjunction with Scaritt and Peabody Colleges in Nashville and covers a wide range of projects in the inner city. Activities include a recreation program at a vocational school, a rehabilitation project in the Intensive Care Unit of the Jordania Reformatory, assistance in Red Cross Centers, and advice and assistance to families in need of food, clothing, and housing.

The various community service activities at the University of Cincinnati are run on an ad hoc basis and are loosely coordinated by the Director of Community Relations. The university has a student-initiated and student-run Student Volunteer Center with over 150 student volunteers working in various welfare and community organizations, some of them as tutors or recreation leaders. A Summer Acting Workshop has been set up cooperatively by a local neighborhood organization and the university's Department of Speech and Theater Arts; it buses precollege students to the university during the summer to receive training in acting, interpretation, play selection, directing, and make-up.

Although it is widely recognized that volunteer activities provide a valuable educational experience for faculty and student participants, there are doubts about whether they are as successful in meeting the real needs of the community. In response to questions concerning the effectiveness of volunteer programs, critics point to the token nature of such efforts and note that, at times, they become a source of irritation rather than help to community residents. It is recognized that they have provided some rewarding and useful points of contact between a university and its town or city; however, the massive effort required to eradicate the ills of the urban environment demands a large-scale commitment of professional and educational skills—volunteer effort alone is woefully inadequate.

One of the weaknesses of volunteer efforts is that they tend to remain on the perimeter of normal college functions and, therefore, have relatively little impact on the university as a whole. Although volunteer programs will continue to provide outlets for those who wish to engage in community service, it appears that the integration of field work activity with regular course and research work will be necessary to enable the university to participate effectively in an attack on the enormous problems facing minority groups in this country.

Afro-American Studies Programs

Only a few liberal arts institutions have incorporated community involvement into the regular degree programs to date. Many of those that have done so appear to have been prompted by the concern for the black community indicated in demands for Afro-American Studies. Undergraduate students have generally been the most active in volunteer programs. A primary concern of many black students has been the desire to develop the skills and techniques that they will need to help the black community effectively. Black Studies, as one student put it, is "a bridge between people who have expertise and those who need it most desperately, the people in the ghetto."[2]

Administrators of Afro-American and ethnic studies programs have begun to emphasize community service and experiential learning as essential components of the study of American minorities. Their rationale, supported by many university officials, is that only through direct and intensive exposure to the culture and conflicts of minority groups can students learn to understand the problems of poverty and racial discrimination. James Turner, Director of Cornell University's Center for Afro-American Studies, has stated that the development of skills "tailored to the community" will be the eventual aim of the program.[3] For students at St. Louis University, the question is "whether or not the curriculum is designed to give the blacks the skills they need to take back into the inner city to work with their brothers."[4]

Thus far, only a few universities have spelled out the specifics of community involvement as part of Afro-American Studies programs. Some have begun by extending the study of black experience to students in inner-city schools, but generally on an extracurricular basis. At Wesleyan University, for example, students have been teaching a course in Black Studies at a local high school. Hofstra University has initiated an Afro-American Summer/Winter experience, organized primarily by black students and designed to give "meaningful" experiences to black children. In 1968, 400 children participated in the summer program, and 130 enrolled in the winter program. In addition to the recreational program featured in the summer, there are classes in Afro-American history and African art, crafts, music, and dance during the academic year. Students are also offered tutoring in mathematics and reading.

Hunter College is requiring field work for all majors in Black and Puerto Rican Studies. Cornell University had indicated plans for intensive field work experience as part of its African Studies and Research Center. The community arm of the degree program will be an Urban Extension Center, to be located in New York City, in which students will spend a full year "living and working with the problems of the ghetto."[5]

In order to provide even more intensive exposure to the black community, students at St. Louis University have proposed an extension of the university, to be located in the inner city and to serve its residents. Students will spend their first two years at the extension center and their last two on the main campus. Continued courses at the extension center during the last two years would be devoted to developing ways both to apply their skills in the black community and to gain experience in their field of concentration.

At San Francisco State College, a different approach to the relationship of community involvement and the study of the black experience has been suggested. It has been proposed that all courses in the Department of Black Studies contain a field work component. Although this idea has been proposed to a limited extent at other institutions, none has envisioned such extensive use of field work as part of the regular course of study. The assertion at San Francisco State is that black students will serve as "role models" for ghetto youths, thus helping to eliminate the pathology of poverty and racism. Field work proposals include a black cultural arts committee, a community newspaper, a tutorial and "drop-back-into-school" drive, and a community information center. In addition, some lectures may be scheduled off campus, so that members of the community may participate.

Another alternative is being attempted by the University of California at Los Angeles through its American Cultures Project. The project will develop both ethnic studies programs and community research and action projects and is intended to serve four minority populations in the Los Angeles area: Afro-Americans, Mexican Americans, American Indians, and Oriental

Americans. The eight-to-twelve-man steering committee for the project will include representatives from the four minority communities.

Curricular Activities

Experiential learning activities in higher education curriculum have been extended beyond Afro-American or ethnic studies programs. Recognizing the importance that students attach to "relevant" learning, some institutions have already moved to introduce field work as a supplement to classroom work, service projects that occupy a semester or year, or a combination of these.

Several institutions have begun to offer credit for tutorial work. Both Northern Michigan University and the Massachusetts Institute of Technology now offer academic credit for tutorials in their neighboring communities, and Syracuse University has a similar plan. *Projection 70*, a student-initiated tutorial project, proved so successful in its first year of operation at Syracuse that it is now an elective course in the School of Education for freshmen and sophomores. Using a different approach, Johns Hopkins University has introduced tutorial field work in its course on "The Disadvantaged Child." Sarah Lawrence College has a similar course in "Teaching Techniques and Learning Processes for Children in Low-Income Areas," which requires after-school tutoring of children from the fourth through sixth grades.

With a traditional course structure as a base, a few universities are attempting other innovative methods of exposing students to particular minority-group problems. Washington University in St. Louis, Missouri, includes field work in community action agencies as part of its course on "The City." Cornell University has instituted two courses that involve extensive field work activity: "The Family in Poverty" project enables students to live with poor families in the town of Ithaca and "The Migrant Workers" course provides for study during the spring term and employment over the summer in a migrant labor camp. Both courses have received an enthusiastic response from students.

Intensive field work activity with minority groups in urban areas is being introduced at a few institutions in the form of "ghetto" or urban semesters. Such plans allow the student to spend a semester in a large metropolitan community, performing some form of service and perhaps living in the homes of members of the community. Princeton and Drake Universities, among others, are considering a program of this nature, which would be similar in purpose to Cornell's Urban Extension Center, mentioned above.

Another opportunity for extensive community participation is offered by work-study programs such as those at Antioch College and Northeastern University. No specific descriptions of projects that have been carried out under the work-study program were given in the responses to this survey, but a few institutions noted that the quarter spent in off-campus activities could be put to good use in some form of community service.

Student reaction to already established projects is reported as favorable; faculty members and administrative officers, although more cautious, have generally conceded that exposure to the realities of community problems adds a valuable dimension to the student's learning experience. Some are resistant to the idea that the university become a "service" institution, particularly at the undergraduate level, where the emphasis is on acquiring academic knowledge rather than on learning and applying professional skills. Even those strongly in favor of a curriculum that includes substantial community involvement recognize the difficulty of relating community activities to the university's traditionally academic function. A statement from Washington University indicates the nature of this dilemma and attempts to resolve it: "Our efforts are still experimental. We do not feel we have yet found an effective means of relating community service to the academic approach that we now have. Nevertheless, participants in the program have clearly benefited from their involvement."

GRADUATE AND PROFESSIONAL SCHOOL PROGRAMS

Community involvement by students in graduate and professional schools covers a wide range of courses, projects, and research activities. Because of their extensive resources and skills, graduate and professional schools are able to undertake programs of greater depth and complexity than are undergraduate schools. The relationship of the profession to urban and racial problems, and thus to community service, can also be more clearly defined. Therefore, activity in professional schools has centered around the application of skills to solve specific problems in the community, whether legal, financial, medical, educational, or architectural.

Graduate Schools of Arts and Sciences

Graduate departments in the liberal arts fields seem to have moved in the same general directions as those at the undergraduate level, with the addition of substantial research activity united with community service. The same doubts that have assailed undergraduate officials concerning the academic relevance of community activities have also posed problems for graduate schools. Thus, although graduate students participate in numerous volunteer programs, innovations in regular course work are limited. Graduate courses that include field work with minority groups are generally in the departments of sociology, psychology, and anthropology—fields that have traditionally dealt with the structure, ecology, and mores of subcultures, as, for example, those at the University of New Mexico requiring field work among Indian populations.

Now the social sciences are looked to in the search for solutions to urban and interracial problems. At St. Louis University students are required to do field work and to accumulate firsthand knowledge of the city, of all socio-economic strata, and of the styles of life of different ethnic groups, in conjunction with courses in contemporary problems, urban sociology, and human ecology. At George Washington University some students and faculty in the graduate departments of sociology and psychology are applying their training to the public health and remedial education needs of neighboring minority communities.

Another means of involving graduates in community activity is being attempted at Boston College. The Joint Center for Inner-City Change is the college's link with the city of Roxbury, a primarily black community. Among the projects supported by the Joint Center are Associated Industries of Massachusetts (AIM), which seeks improvement in job conditions, and Community Action Theatre (CAT), which works to develop black-controlled media, including television. Boston College participants include the professors and twenty graduate students. The aim of the Joint Center is to develop joint programs; consequently, a community coordinator works with a Boston College faculty member on each project.

Much of the community activity at the graduate level is pursued in conjunction with research projects. An example of projects that combine investigation with service is Wayne State University's Summer Science Research Program, initiated during summer, 1967, to investigate the responses of inner-city high school students to methods of teaching physics and chemistry. Twenty-six graduate researchers participated in the programs as supervisors and "companions" to the students, who were assigned projects that required them to develop a practical understanding of physics and chemistry.

Because graduate programs in Afro-American or ethnic studies are few and since those that do exist are still in the formative stages, the relationship of field work to graduate study in these fields remains to be developed. In the meantime, it is possible that African Studies programs will prove an effective vehicle for community involvement, particularly in view of the current interest in African culture on the part of Black Americans. As an example, the African Studies program at the University of Wisconsin (Madison) is now exploring ways in which it can relate its instructional resources to community needs.

Graduate Schools of Education

The problems and failures of school systems in providing for the education for thousands of children—particularly in inner-city schools—have impelled educators to examine new methods for teaching the so-called culturally deprived and for preparing teachers to teach in schools with large minority-group populations. A number of graduate schools of education, consequently, have introduced courses in the teaching of "disadvantaged" or "culturally different" children. Other courses are specifically designed to investigate the problems of race in education, such as "Black Education," offered at the University of California at Santa Barbara, and "Race and Education," offered at Stanford University.

New courses and projects attempt to bring the student teacher into direct contact with the educational problems of minorities and the ghetto child. In this connection, the federally financed Teacher Corps Program has been instituted on several campuses to prepare students to teach in urban schools and confront the conflicts and values of families living in urban ghettos. Regular teacher training programs are also providing more opportunities for student exposure to the culture and educational problems of minority-group and inner-city students.

Through Project Teach, California State College at Los Angeles has trained sixty teachers to serve in disadvantaged areas, with a focus on the Watts community. The project aims to eliminate the sources of student discontent and to improve the working climate in the classroom. Ball State University's Teachers College is now developing a program for the preparation of elementary teachers of the disadvantaged. The program will eventually be expanded to include secondary education and will coordinate special workshops and institutes for the disadvantaged through the Ball State Reading Center.

The new focus on problems of the "disadvantaged" student has also led several institutions to place greater emphasis on practice teaching in schools where minority groups comprise the majority of the student body. Both Wayne University and the State University of New York at Buffalo have located educational centers in the inner city. Students enrolled in Wesleyan University's M.A.T. program intern in urban schools in Hartford, New Haven, and Bridgeport.

In addition, some colleges and universities have initiated special relationships with particular schools located in inner-city communities that involve graduate students with "disadvantaged" students in an experimental setting. For example, the University of Illinois (Urbana) College of Education has purchased an elementary school that offers education primarily to minority groups and operates another elementary school jointly with the Champaign Public Schools. Both faculty and students participate in the programs, which offer tutorials, study facilities, and remedial education. California State College at Los Angeles has established a special program in a high school located in a predominantly black area of the city. The administering committee—composed of students, faculty, and administration from both the high school and the college—provides a vehicle for cooperation to confront urban educational problems.

At the University of Wisconsin (Madison), the Department of Curriculum and Instruction initiated an Invitational Middle School for Culturally Diverse Children during summer, 1967. Fifth and sixth graders, including twenty-two American Indians, eighteen Afro-Americans, and fourteen white children, participated in these summer laboratory schools, which had a teaching staff of thirty graduate interns.

The Mott Institute of Community Improvement at Michigan State University, in conjunction with the Elementary Education Department, sponsors a five-level program of "Teacher Education for Inner-City Schools." The five levels range from spending a day observing the operation of an inner-city school to teaching for almost two years in the Flint Community Schools before completing degree and certification requirements. The program permits the students to put their theories into practice; hopefully, urban communities will benefit by having more experienced and understanding teachers. Another program that the Mott Institute sponsors is an Educational Enrichment Tutorial Program, intended primarily for "inner-city underachievers." This program was developed cooperatively by the Mott Institute and the College of Education of Michigan State.

Graduate students in education are also participating in, and initiating, research to improve the learning situation of minority elementary and high school students. Three examples indicate the type of research now being undertaken. The Stanford University Center for Research and Development in Teaching is conducting research in math education for minorities and leadership and dominance behavior in mixed groups of black and white students, as well as examining aspects of teaching relevant to "disadvantaged" students. Wayne State University is investigating the effect of dialect on reading ability, with a view toward training teachers to work with children whose divergent dialects are handicaps in learning to read "Standard English." A National Study of Indian Education is being conducted, using the University of Arizona as a field center.

As with all the examples given in this book, these represent only a sampling of existing projects, programs, and research activities by teacher training institutions involving students in teaching minority children and in investigating new techniques to make schools more responsive to the needs of both minority- *and* majority-group students.

Evaluations of community-related projects in education must necessarily be tentative in view of their recent introduction. Most opinion is positive and, even where the success of a particular program is in doubt, institutions tend to feel that an understanding of the special problems of minority-group children is an important and necessary concern of teacher training and of education in general.

Law Schools

Until very recently, experiential learning involving community service was conspicuously absent from the curricula of law schools. The law student's contact with practical applications of classroom knowledge and with the legal problems of the poor was limited to participation in various volunteer agencies. The Legal Aid and Public Defender programs have provided a much-needed service to the poor and to minority groups and a valuable experience to the potential urban lawyer. It is only within the past few years, however, that law schools have taken it upon themselves to expose students to the complex problems of poverty and race and to instill a sense of commitment as an integral part of the legal education. Indeed, at present, law schools are among the most active of the professional schools in initiating new programs, both volunteer and curricular, that direct themselves to the aid of the poor and minority groups.

In addition to the Legal Aid and Public Defender programs, students on over fifty campuses provide volunteer service through the Law Students Civil Rights Research Council (LSCRRC), which was founded in 1963 by law students working for civil rights lawyers in the South. Some institutions also participate in locally supported volunteer programs. For example, the Nashville Bar Association operates a program through which students and faculty of Vanderbilt University provide legal counsel to indigent persons.

Law students have recently initiated another form of volunteer service, devoting part of their time to the education of community residents and school children in pertinent aspects of the law. At the University of Connecticut, two first-year law students have organized a course dealing with society and law to be offered to sixth graders in a Hartford ghetto school. If successful, the program will be expanded to include other schools. At the University of Pittsburgh Law School, students are teaching law to high school students primarily from poverty areas. Law students at Drake University teach special "units" on the citizen and the law in the public high schools of Des Moines, Iowa. All of these programs are recent innovations, too recent for an accurate evaluation of their merits; however, sentiment is favorable toward their continuance and their possible future expansion.

As law schools enlarge their commitment to community service, it seems probable that now-existing volunteer programs will be treated as a more formal part of the law school curriculum. Some institutions have already developed procedures whereby students receive academic credit for participation in formerly voluntary organizations. Beginning in 1969, students at the University of Pittsburgh Law School will receive credit for participation in the neighborhood Legal Services and the Legal Aid Society. At Emory University, students receive one hour's credit for working thirty hours in the Emory Community Legal Services Center, the Atlanta Legal Aid Society, or Emory's Legal Aid to prison inmates.

The incorporation of clinical law—legal field work—into the curriculum initially took place because of a feeling that "something must be done" to aid indigent community residents and, more recently, through a recognition that the practical application of legal theory through community participation adds a valuable dimension to legal education. Law schools are still debating the most effective methods of combining classroom and field work, but the majority are at least making exploratory efforts to enlarge the role of community service programs in the curriculum.

The Legal Studies Institute of Boston University is a noteworthy example of the combination of course work with clinical training and community service. The Institute coordinates clinical training programs, as well as implementing research projects, workshops, and special programs. One of the latter is the Roxbury Defender Project, in which thirty third-year students represent indigent defendants in the Roxbury District Court as part of an advanced course in Criminal Procedure. In preparation for the year-long program, the students attend a series of lectures on District Court Procedure in the spring of the second year of law school. The Institute also offers the opportunity to participate in the Student Prosecutor Program, the Boston Legal Assistance Program, the Mental Health Assistance Project, and the Law and Poverty Project, all of which combine classroom work with clinical practice.

In some law schools, students participate in community service through programs that coordinate different fields of study. St. Louis University offers a combined Juris Doctor-M.A. in Urban Studies and has initiated courses in which students at the Law School and the Center for Urban Programs participate jointly. For example, in a "Seminar in the Legal and Social Aspects of Metropolitan Problems," teams of law school and urban studies graduates work in various programs such as open housing or landlord-tenant relationships.

In order to give the student a more intensive experience with community problems, some law schools have established internship programs in community organizations. In what is called a radical departure from standard practice, eight students of the Harvard Law School, supported by a grant from The Ford Foundation, received credit for working in the Boston Urban Services Project. The project was aimed at simplifying districts in Boston, decentralizing the power of the city, and encouraging community participation. Students worked in the summer and fall studying various governmental agencies and received credit for their work and for the presentation of a third-year paper. The idea for the program was entirely student generated. Although the project has shown a degree of effectiveness, future repetition is uncertain, largely due to the difficulty of obtaining adequate funding.

The Council for Legal Education for Professional Responsbility is funding a Law and Poverty Project at the University of Toledo that is designed to give the student a "base line experience in the 'War on Poverty.'" Students intern in a government agency or community action organization for two quarters and come together in the third quarter to discuss the role of the lawyer in these agencies.

Emory University is beginning a multifaceted internship program to be implemented through the university's Community Legal Services Center. Students undergo preliminary preparation through special seminars, participate in a summer internship program in a neighborhood office, and, in the fall, assist in the training of inexperienced students while processing routine cases with a minimum of supervision. Students have received special authorization from the state to practice before passing the Bar examination, a fact of considerable importance, since, in some cases, refusal to permit students to practice has inhibited the potential of the university to initiate meaningful clinical law practice.

In an innovative effort to integrate community and classroom experience, George Washington University has developed a program designed for law graduates enrolled in VISTA (Volunteers In Service To America). The program offers courses in community organization, antipoverty programs, and social welfare legislation. According to the university, "George Washington's design is for a special program on the graduate level which incorporates a program of clinical experience with classroom training leading to a degree."

Most clinical law courses and internship programs are so recently introduced that results are difficult to evaluate. Once again, the dilemma is how to relate clinical law practice to the traditional curriculum and what relative weight should be given to field work projects, some of which are largely nonlegal in nature. It is generally felt, however, that clinical experience that opens the student to the day-to-day problems of the urban poor, and particularly the minority poor, will both enrich his own knowledge of society and better prepare him for practice in an urban environment. As stated by the report on the Boston College Legal Intern Program of 1968: "As a precondition to effective legal action in the city, the curriculum of the legal trainee must be expanded so that the urban lawyer will know not only how to find the law but also how to reach the people."[6]

Medical Schools

In the course of their program of study, medical schools have traditionally included services to community residents through hospital and clinic affiliations. In the past, internships and field work were not directed specifically toward aiding minority groups, although in many cases this population was served by university-affiliated hospitals. Recently, however, medical schools have been expanding provision of medical treatment, education, and training to those unable to afford adequate medical service, very often directing their attention to neighborhoods with large minority-group populations.

The development of courses in community medicine permits students to study the possibilities of medical service delivery at the community level. The University of Washington now offers such a course, and one is planned at the University of California at Los Angeles. A similar course, entitled "Health in Ghetto Communities," is being offered at the University of Pittsburgh. The University of Southern California has expanded this concept into a Department of Community Medicine and Public Health, a structure also being considered by Rutgers University. The department at the University of Southern California utilizes the resources of the newly established South Central Multi-Purpose Health Services Center located in the Watts community. The University of California at Los Angeles is also planning a hospital in the Watts district.

Other medical schools have also acquired or established health centers in low-income minority communities, with the intention of bringing the population of those areas into direct contact with health services. The University of Chicago operates clinics in pediatrics and mental health in a black community. The University of Connecticut has acquired a small hospital in the inner city that was formerly administered by the city. The hospital will provide a base for extending services to minority communities. Tufts University operates two large community health centers, one of which is located in Mound Bayou, Mississippi, a black community.

The Atlanta Comprehensive Neighborhood Health Center, funded by a grant from the U.S. Office of Education, employs the resources of the Emory University Medical School, Dental School, and Nursing School. The Center serves a predominantly black community and is designed to bring competent health care to 28,000 persons below the poverty level. Services are provided by family health-care teams, each serving 1,000 families. In order to give students an opportunity to provide health education to the community, the University of Washington has instituted a special course that brings medical students into contact with students in one elementary and two high schools in Seattle. The medical students spend two hours a week in one of these schools teaching biology as related to health and man.

At some institutions, special projects have been initiated through which students are brought into contact with low-income and minority-group families. The East Los Angeles Clinic Project of the Department of Pediatrics at the University of Southern California is planning comprehensive care for 40,000 children in a predominantly Mexican-American area of Los Angeles. A Student Medical Project, funded by the U.S. Office of Education, sent 100 medical students and student workers to disadvantaged areas along the western coast. The students worked with county hospitals and private practitioners to provide health care to migratory workers.

At the University of Pittsburgh, the Department of Epidemiology is conducting a project on drug addiction and alcoholism in a minority community. Michigan State University operates a "major" U.S. Office of Education project in a rural black community. The emphasis of the project is on service, with research and teaching built into the program. In community projects offered by the Harvard Medical School, students may spend a summer in Boston, New York City, or Kentucky working under faculty supervision and participating in seminars. Some of these projects utilize an interdisciplinary approach to disease prevention and medical care. For example, one project studies the work of the community organizer and the social-group worker in relation to medical care. Another uses the multidisciplinary approach to the pediatric care of low-income families.

Parenthetically, the multidisciplinary approach seems to be of particular value in providing comprehensive health care to minority groups, whose problems are often not simply medical but social, economic, and cultural as well. One Harvard project, based on recognition that lack of adequate medical attention for the poor may result from diverse nonmedical factors, provides medical care to an indigent Spanish-speaking community and offers the opportunity to study the factors that interfere with the delivery of medical care.

Students are supplementing their field experience through participation in voluntary activities and programs. Their efforts are similar to those mentioned above, which attempt to bring health services and health education to poverty communities. For example, students in the Student Health Organization at the University of Colorado Medical School worked last summer as volunteers in either urban or rural poverty areas or with migrant farm workers. The Student Health Organization at the University of Wisconsin also provided summer medical service to migrant workers. The program is described as successful both in providing service and in enriching the experience of the students. Another program is the Open Door Clinic supported by the University of Washington, which is designed to offer care to minority groups who cannot obtain medical service. The clinic is described as "particularly successful" and plans are being made to expand it and to employ a full-time professional staff.

To some extent, medical schools find less conflict between traditional practice and community involvement than do other academic and professional schools, but new approaches and methods through community medicine or multidisciplinary service programs are still largely experimental in nature. A possible area of conflict will be the problem of relating the nonmedical aspects of community medicine to the general curriculum. Although it is still early to judge in most cases, it would seem, however, that new concepts of health service delivery and research have produced sufficiently positive results to encourage expansion of these efforts in the future.

Business Schools

In making their expertise available to the community, business schools appear to have concentrated their attention on providing special courses or consultation for minority-group businessmen. Generally, these services are conducted by members of the faculty, and students are involved, if at all, on a voluntary basis. Thus, in those schools responding to the questionnaire, experiential learning possibilities appear to be almost entirely extracurricular. One example of student volunteer efforts is the Volunteer Business Practices Services Program developed by students in the Wharton School of Finance and Commerce at the University of Pennsylvania. The program was initiated to assist black businessmen with basic accounting and managerial skills and now has twenty two-man teams operating in the West Philadelphia area.

This effort is one of a number of volunteer programs now being carried out by Master of Business Education students. Generally, these activities take the form of consultation to minority businessmen and have received support and aid from the administration of the various schools. Only one business school reacted negatively to the idea of volunteer efforts, fearing that "the potential for harm can be so great that we have not moved ahead here yet." The University of California at both Berkeley and Los Angeles has taken steps to introduce experiential learning into its business school curriculum. Both institutions offer courses in which students work with firms in a ghetto community. The California statewide Office of Urban Programs is participating in this effort through its Technical Assistance Project, whereby Master of Business Education students serve as management consultants for businesses in minority neighborhoods and conduct basic and applied research in these areas.

Schools of Social Work

Respondents to questionnaires sent to schools of social work pointed out that field work activities related to the needs of the urban poor and of minority groups have traditionally been included in social work curricula. Thus, changes instituted in response to the racial and urban crises have influenced the character, rather than the extent, of experiential learning opportunities. Evidence of this change is the development of programs in community organization and the placement of students in action-oriented community agencies. Some schools are also developing more intimate contact with their communities through the establishment of service centers in inner-city areas.

For example, the University of Maryland's School of Social Work has established an urban crisis training center in the inner city of Baltimore to facilitate and expand the field work activities in its Community Organization Program. The School of Social Work at the University of California at Berkeley has established an Urban Community Development Center in downtown Oakland, through which students work in a number of grass-roots organizations, such as welfare rights groups, tenant organizations, police surveillance committees, and groups encouraging changes in the public schools.

The National Catholic School of Social Service of the Catholic University of America has instituted a new course entitled "Social Action Laboratory." The course offers students the opportunity to work in the community on social action projects under the direction of a member of the faculty. Thus, although field work activities in social work are not new, the student is being exposed to a new type of experience. Rather than providing purely "service-oriented training," schools of social work are attempting to develop those skills that will aid community residents in changing the institutions that affect them.

Schools of Architecture and Journalism

Responses from schools of both journalism and architecture were so limited that to use them as indicative of national trends would be artificial and misleading. Yet, the chapter on urban studies in this book, although not specifically directed toward experiential learning, contains implicit information on such activities. (See Chapter 8, pp. 121-33, above.) In both professions students are now being offered extensive opportunities to confront urban and racial problems outside the classroom—in journalism through programs in race-relations reporting and in architecture through centers and departments of urban planning.

CONCLUSIONS

The few examples in this chapter can present only a brief sketch of the new directions in experiential learning; however, they indicate not only that new types of field work activity are being attempted, but also that the idea of "learning by doing" is penetrating fields that have traditionally relied on the classroom for transmission of knowledge. It is also evident that the interest in experiential learning is closely tied to the university's growing awareness of poverty and racism in its neighboring communities and to a feeling that the university can and should make its expertise available to aid the populations of those communities. In proposals for Afro-American Studies programs, black students have emphasized that, even at the undergraduate level, the student can provide valuable assistance to community residents, while at the same time sensitizing himself to their problems and developing his own professional skills.

Because the conditions and culture of poverty and racial oppression are outside the experience of the average white university student, it is in these areas that he has the most to learn. Direct experience through field work, internships, and other community activities can contribute immensely to such learning. For the student who is himself a member of a minority group, such experience both enhances his knowledge of his own community and supplements the theoretical concepts of the classroom. In addition, projects that involve students from different fields of study help to bring the interdisciplinary nature of urban and racial problems into sharper focus.

Extensive field experience, under the direction of competent professionals, would therefore appear to offer considerable advantages to both the student and the community in which he works. The extent to which such activities may be substituted for classroom learning is a subject of much controversy and will doubtless remain so for some time, as universities attempt to find a balance between theoretical and practical experience. The acceptance of field work as a curricular offering, particularly at the undergraduate level, is such a recent innovation that there are few mechanisms in the university structure for coordinating and developing programs on a permanent basis. Many faculty members caution about the need for sound educational supervision, to avoid the problems of scattered volunteer efforts and to provide both community and students with clearly conceived and organized programs.

Although some educators retain doubts about the academic validity of experiential learning, it appears that a growing number of institutions have begun to accept both the philosophy and the practice of field work as a component of the educational process. With student interest behind it, this movement seems certain to expand and to add new dimensions to higher education curricula.

NOTES

1. Statistics taken from Lowell Dodge, "The ABC's of Community Tutorial," *Moderator* (February, 1967); and Philip R. Wendell, "Teaching and Learning," in Charles G. Dobbins and Calvin B. T. Lee, eds., *Whose Goals for Higher Education* (Washington, D.C.: American Council on Education, 1968), p. 22.

2. "The Black Studies Drive Seeks to Change Things," *The New York Times*, May 15, 1969, p. 93.

3. *The New York Times*, June 1, 1969, p. 36.

4. Mike Koetting, "Black Is a Point of View," *St. Louis University Magazine* (January, 1969), p. 7.

5. "The Black Studies Thing," *New York Times Magazine*, April 19, 1969, p. 78.

6. Legal Intern Program, Boston College Law School, report, 1968.

PART III
RECOMMENDATIONS

CHAPTER 10 THE EVOLVING STRUCTURE AND CURRICULA OF COLUMBIA UNIVERSITY

Barbara A. Wheeler

INTRODUCTION

As the conclusions and recommendations of the Urban Center Curriculum Project began to take shape, questions concerning the atmosphere of their acceptance and the existing organizational capability for their implementation dictated the need to examine the history of Columbia's response to institutional and curricular change.

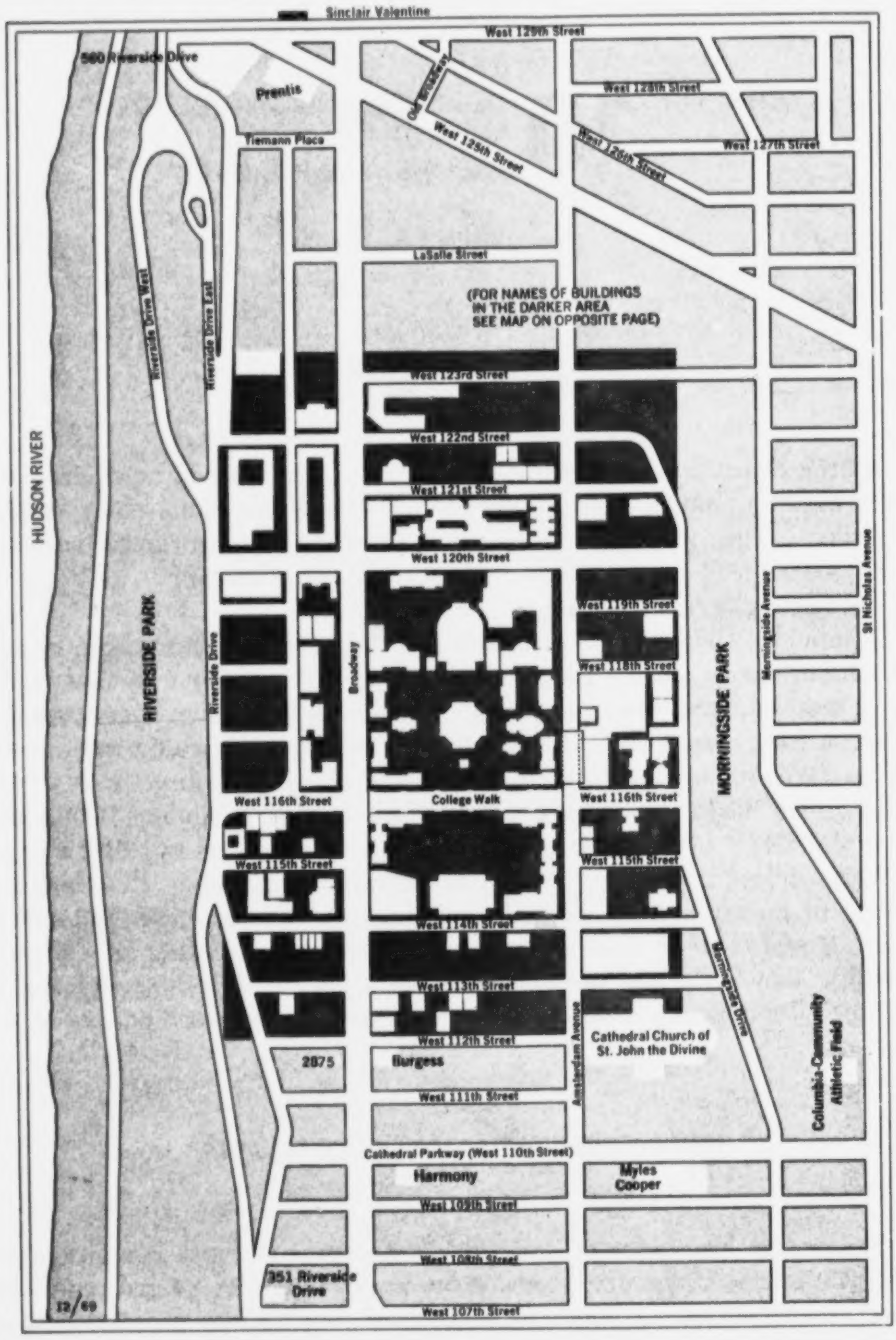
Although all institutions of higher learning have frequently been charged with administrative and curricular rigidity and with resistance to change, it is evident that, over the long run, change, even if slow in coming, has occurred on all college campuses. Certainly Columbia University's curriculum and student body in 1969-70 are far different from those of King's College, that seminal institution of eight students in 1754 from which it sprang. Columbia's complexity alone, if measured simply by the number of existing departments, divisions, schools, colleges, centers, and faculties is testimony to a historical response to pressures from multiple internal and external critics and constituencies. The following description of the historical evolution of Columbia University may help to facilitate consideration of recommendations for Columbia's prominence in urban and ethnic affairs–yet another step in that evolution.

THE COMPLEXITY THAT IS COLUMBIA

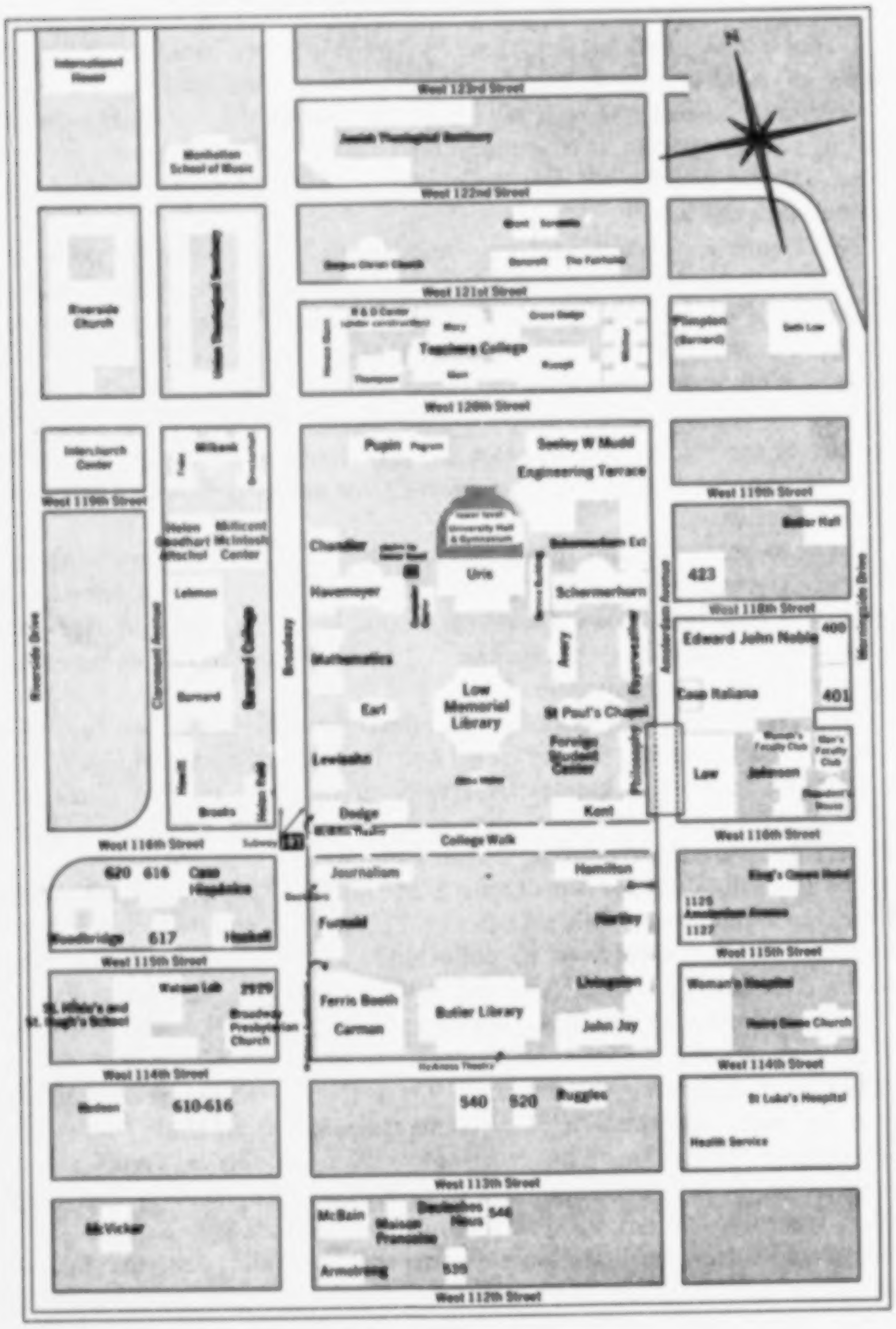
Situated in the heart of the world's largest and most complex urban center, Columbia University shares New York's qualities of size and complexity. Today's student population numbers over 20,000 people, scattered among myriad schools, colleges, and other divisions located on various "campus" sites throughout three states.

Columbia's physical plant of some seventy-five buildings, laboratories, clinics, and observatories, plus a small fleet of research ships, spreads into

The Morningside Heights Area of New York City


Sinclair Valentine
West 129th Street
560 Riverside Drive
Prentis
Old Broadway
West 128th Street
Tiemann Place
West 125th Street
West 126th Street
West 127th Street
LaSalle Street
(FOR NAMES OF BUILDINGS IN THE DARKER AREA SEE MAP ON OPPOSITE PAGE)
Riverside Drive West
Riverside Drive East
West 123rd Street
West 122nd Street
West 121st Street
HUDSON RIVER
West 120th Street
RIVERSIDE PARK
Riverside Drive
Broadway
West 119th Street
West 118th Street
MORNINGSIDE PARK
Morningside Avenue
St Nicholas Avenue
West 116th Street
College Walk
West 116th Street
West 115th Street
West 115th Street
West 114th Street
West 113th Street
Morningside Drive
West 112th Street
Amsterdam Avenue
Cathedral Church of St. John the Divine
2875
Burgess
West 111th Street
Columbia-Community Athletic Field
Cathedral Parkway (West 110th Street)
Harmony
Myles Cooper
West 109th Street
West 108th Street
351 Riverside Drive
West 107th Street
12/69

The Morningside Campus & Environs


N
International House
Manhattan School of Music
West 123rd Street
Jewish Theological Seminary
West 122nd Street
Riverside Church
The Fairholm
West 121st Street
Plimpton (Barnard)
Seth Low
Teachers College
Thompson
Main
West 120th Street
Interchurch Center
Milbank
Pupin
Seeley W Mudd
Engineering Terrace
West 119th Street
Helen Goodhart Altschul
Millicent McIntosh Center
Chandler
Uris
Schermerhorn Ext
Butler Hall
Lehman
Havemeyer
Schermerhorn
423
West 118th Street
Riverside Drive
Claremont Avenue
Barnard College
Broadway
Mathematics
Avery
Fayerweather
Amsterdam Avenue
Edward John Noble
400
Morningside Drive
Barnard
Earl
Low Memorial Library
St Paul's Chapel
Casa Italiana
401
Lewisohn
Foreign Student Center
Philosophy
Women's Faculty Club
Men's Faculty Club
Law
Johnson
Brooks
Dodge
Kent
West 116th Street
Subway
College Walk
West 116th Street
620
616
Casa Hispánica
Journalism
Hamilton
King's Crown Hotel
Furnald
Hartley
1125 Amsterdam Avenue
1127
Woodbridge
617
Haskell
West 115th Street
West 115th Street
Livingston
Woman's Hospital
2929
St. Hilda's and St. Hugh's School
Broadway Presbyterian Church
Ferris Booth
Carman
Butler Library
John Jay
Notre Dame Church
West 114th Street
West 114th Street
610-616
540
520
Ruggles
St Luke's Hospital
Health Service
West 113th Street
McVicker
McBain
Deutsches Haus
546
Maison Française
Armstrong
535
West 112th Street

several suburban locations or bases in New York State, Connecticut, and New Jersey. Most of the major facilities are concentrated in New York City, in and near the campus on Morningside Heights, with its main entrance at Broadway and 116th Street, and at a second site fifty blocks to the north, where the Columbia-Presbyterian Medical Center is located.

Under these demographic and geographic circumstances, a sense of oneness, of cohesiveness as a university, is almost impossible to perceive, let alone achieve. Most members of the Columbia community are quite unaware of its many parts; indeed, most students and many faculty members interact in one school or division of the university and are totally unaware of its relationship to the whole.

The Columbia campus, on any working day, is the central point in the lives of more than 50,000 New Yorkers (permanent and temporary, including commuters). (See pp. 307-8, below.) These include Columbia's students and teachers; the administrative, clerical, and maintenance staffs; many persons associated with nearby institutions whose activities revolve around Columbia; and a host of employees and owners of neighborhood businesses and services. A large part of the money that sustains this population is added up in Columbia's budget, totaling $127.5 million for 1966-67, or about the same as that of the city of Milwaukee.

Of Columbia's 90,000 living alumni, about 30,000 live and work in the New York metropolitan area. Among them are the principal executives of corporations and banks, law firms, museums, hospitals, and libraries; judges, officials, and politicians; publishers, editors, writers, and commentators; skyscraper builders and poets.

Basically Columbia University is divided between those institutions that are part of the Columbia Corporation, that is, that are governed legally by the Board of Trustees of Columbia University of the City of New York; and a number of affiliated institutions that maintain their own Boards of Trustees while arranging to be perceived as part of Columbia.

The Columbia Corporation consists of sixteen schools or faculties. Three of these, the Faculties of Political Science, Philosophy, and Pure Science, which historically have been referred to collectively as the Graduate Faculties, now form the Graduate School of Arts and Sciences and have responsibility for all the Ph.D., and most of the M.A., degrees awarded. The Faculties of Columbia College and of the School of General Studies are responsible for non-professional undergraduate instruction. Columbia College is the undergraduate college for men, and the School of General Studies is an adult coeducational undergraduate institution. The remaining eleven schools or faculties (Architecture, Arts, Business, Dental and Oral Surgery, Engineering and Applied Science, International Affairs, Journalism, Law, Library Service, Medicine, and Social Work) offer graduate professional degrees, and one, the School of Engineering and Applied Science, also offers undergraduate degrees. The affiliated institutions are Barnard College, Teachers College, the College of Pharmaceutical Sciences, and Union Theological Seminary.

Within the corporation there are seventy departments of instruction, each organized to cover a specific teaching field or discipline. There are also forty-six institutes, centers, programs, and projects engaged in the kind of research and teaching that requires a mingling of traditional subjects—hence, they are described as interdisciplinary. (See pp. 308-11, below.)

In general, the 137 university divisions regulate their own standards and internal affairs. But they acknowledge the administrative authority of thirty-one deans and associate deans, the vice-president and provost of the university, the University Senate (which includes representatives from affiliated but separate institutions), and the twenty-four Columbia Trustees.

Within the university corporation itself, the professional schools tend to be highly independent. Within the major section of the university, the arts and sciences are divided into a series of separate faculties with their own deans. Thus, the undergraduate men's college, Columbia College, has its own faculty under its own dean. The graduate program in the arts and sciences is divided into three separate faculties, going well back into the last century.

Each of the schools or faculties is represented in the University Senate, which met for the first time on May 28, 1969. The Senate is the principal legislative body of the university and has wide-ranging responsibilities. It consists of nine members of the administration, forty-two tenured members of the faculty, fifteen nontenured members of the faculty, twenty-one students, six representatives of the affiliated institutions, two representatives each of the research and administrative staffs and the libraries, and two representatives of the alumni, making a total membership of 101, apportioned among the different divisions of the university. The Senate replaces a seventy-nine-year-old body known as the University Council, which also represented all divisions of the university.

Educational policy, curricula, and degree requirements are primarily the responsibility of each faculty, subject to over-all review on certain matters by the University Senate and the Trustees, but a great deal of autonomy, particularly in the Graduate School, is given to the departments. Each faculty elects a committee, the Committee on Instruction, that serves as an executive or steering committee of the faculty on curricular matters. In the Graduate School of Arts and Sciences, in addition to the three Committees on Instruction of the three individual Faculties, there is a general policy-making group, the Executive Council, and a smaller body called the Executive Committee (formerly known as the Joint Committee on Graduate Instruction). The Executive Committee of the Graduate School, chaired by the Dean of the Faculties of Political Science, Philosophy, and Pure Science, consists of representatives from each of the three Faculties. The Executive Committee is responsible for coordinating curricular matters among the three separate Faculties and for supervising the fourteen programs (subcommittees) leading to the Ph.D. degree.

Members of the teaching staff are appointed to serve in a department (or, in some cases, two or more departments). An individual's appointment is for service in the university as a whole, however, and not for service in a particular subdivision. A member of a department is not a member of one of the Faculties of the university unless he is specifically appointed to a seat on a particular Faculty by the Trustees. A person with appropriate instructional responsibilities may hold a seat on several Faculties.

A senior faculty member in each department serves as department chairman. He is selected for a three-year term on the basis of a nomination from the department, in which all full-time members of the department with the rank of instructor or above usually participate. Each department also has two departmental representatives, one to Columbia College and one to the School of General Studies, who cooperate with the chairman in carrying out the instructional responsibilities of the department in the respective undergraduate divisions. Most departments establish appropriate standing committees and designate one or more members to take on the responsibilities for the graduate curriculum, admissions and fellowships, and the advising of graduate students. Each department has bylaws that govern its operations and specify the procedures for reaching decisions. Considerable variation exists in the bylaws of the various departments, which reflects the differences in their tradition and size and in the needs of their particular academic discipline.

This description of the university's administrative organization and of the variability and autonomy of its numerous parts serves to suggest the reason for the sluggishness of decision-making within the university. The octupus-like structure appears designed to obstruct change, particularly when such change requires interdisciplinary, interdepartmental, or interschool cooperation. Such an observation is true for most institutions of higher learning where the executive sector is limited in its decision-making prerogatives and where professional rivalries and preoccupation with subject-matter integrity militate against the very machinery that was created to effect change. The following description of the origin and evolution of each of the Columbia schools does, however, suggest that, although such barriers may *retard*, they rarely cancel out changes in the university. It can be seen that, over the long run, the university has responded to the needs of the larger society.

The following description of the origin and historical development of each of the Columbia schools is based on information adopted from the following sources: (1) the bulletins of the various schools and faculties; (2) "The Faculty Handbook"; (3) "The Columbia University Student Handbook"; (4) "The Statutes of the University"; (5) "The By-Laws of the University Senate"; (6) former Dean David Truman's testimony before the Cox Commission, during summer, 1968; (7) the report of the special Trustees committee of July, 1967, entitled "The Progress and Promise of Columbia University in the City of New York"; and (8) *The Bicentennial History of Columbia University* (New York: Columbia University Press, 1955).

An understanding of the structure of Columbia must be predicated upon the definition of the term "school" as it is used at Columbia. According to Mr. Warren Goodell, Columbia's Vice-President for Administration, a "school" is an administrative structure that houses a faculty, and a faculty is that group of professors who set the curricular and degree requirements for students. Utilizing this definition, each of the three Graduate Faculties that comprise the Graduate School of Arts and Sciences are considered separate schools, whereas the College of Physicians and Surgeons, the Department of Nursing, and the School of Public Health, all of which share a single faculty, are considered separate parts of a single school.

THE COLLEGES, SCHOOLS, AND FACULTIES OF THE COLUMBIA UNIVERSITY CORPORATION

Columbia College

All of the present colleges, schools, departments, institutes, and other administrative structures comprising Columbia University today grew out of Columbia College, which was originally named King's College. As the first institution of its kind in New York, King's College was assigned by its charter "to promote a liberal education" in the British province that extended from the eastern tip of Long Island to the Iroquois hunting grounds in the north. It began to do so in 1754, with eight students and one professor, in a schoolhouse attached to Trinity Church. In 1760, the college acquired its first home, a three-story stone building with a small fenced-in part, near the shores of the Hudson River, at the foot of what became Park Place. There were twenty-four rooms where the president and his assistant tutor had their living quarters and where the entire student body attended chapel and classes, made their home, and took their meals together.

In 1784, King's College was renamed Columbia College. As one looks at the evolution of the college, it becomes clear that admission criteria, as well as curriculum content, have changed considerably over the years. For example, in 1785, the entrance requirements for the college were as follows:

> No candidate shall be admitted into College . . . unless he shall be able to render in English Caesar's Commentaries of the Gallic War; the four Orations of Cicero against Catiline; the four first books of Virgil's Aeneid and the Gospels from the Greek: And to explain the government and connection of the words, and to turn English into grammatical Latin, and shall understand the four first rules of Arithmetic, with the rule of three.

The curriculum in 1763 consisted of ancient languages, logic, rhetoric, mathematics, surveying and navigation, geography and history, husbandry, commerce, government, and "knowledge of nature."

In 1821, the curriculum was enlarged to the extent that professors were now expected to teach "subjects rather than whole books." In 1857, the curriculum was liberalized. Although courses in the freshman and sophomore years remained obligatory, some electives were permitted in the junior year, and the senior-year courses were all elective. The electives offered included the usual languages and literature, plus Icelandic; astronomy, mechanics, physics, chemistry, geology, palaeontology, philosophy, ethics, psychology, history, political science, and international law. A line was drawn between college and university work at the junior year: the first two years consisted of a single prescribed course, and during the last two years the students had the option of taking university courses. By

1897, students in their senior year could, in some cases, elect to begin work in the professional school of their choice.

The year 1919 marked the start of Columbia College's famous course in contemporary civilization, accompanied later by a broad course in humanities, as requirements for all freshmen and sophomores. These twin courses began the movement known as "general education," that spread to other leading universities and profoundly influenced undergraduate instruction throughout the United States. They provided a more than adequate replacement for the classical curriculum, which had been undergoing gradual modification. Consequently, 1919 has been regarded by many historians as the actual birth date of the new Columbia College.

The aim of the new course in contemporary civilization was to "inform the student of the more outstanding and influential factors of his physical and social environment. The chief features of the intellectual, economic, and political life of today are treated and considered in their dependence on and difference from the past." In 1929, a second year of contemporary civilization was added. The intent and content of the two courses was described as follows:

> The first year of Contemporary Civilization is devoted to the study of western civilization from the fifth century B.C. to the present. Contemporary civilization is not primarily a course in social or political history; rather it is a study of the major ideas and attitudes in the making of the modern mind and of man's career in reason, in art, religion, science and society. The second year, by means of a variety of elective courses in particular disciplines, focuses attention on contemporary problems. In the first year of humanities, students read and discuss some of the important books that have influenced our intellectual tradition. In the second year they study in detail certain masterpieces of music and the fine arts.

In 1932, the college introduced into the junior and senior years the "round-table" courses that had been established earlier in the General Honors program. These were small, advanced discussion groups.

The last major step in the curricular evolution of the college was yet to come. In 1937, after several years of hesitant deliberation, a four-semester humanities course was introduced in the Lower College (freshman and sophomore years). Like contemporary civilization, it was collaboratively organized, with staff members primarily from the departments of English and comparative literature, classical and modern languages, fine arts, philosophy, and music. The committee finally responsible for the recommendation of humanities saw it as the completion of the three-pillar foundation, a companion of contemporary civilization and natural science.

In 1953, the faculty voted to abolish the professional option (except for pre-engineering students). Established when the two-year college course was the normal prerequisite for entrance into a graduate school, this option had encouraged some students who otherwise might not have done so to take a third year of liberal arts. Today, a four-year undergraduate course is the norm, and the option plan was, therefore, abolished. In addition, "students entering in or after September, 1954, had either to adopt a 'major' course of study for their Upper College years or to select at least twenty-four points of work in a single department."

The Faculty of Medicine

The first professional school at Columbia was the School of Medicine, founded in 1767 as part of King's College. In 1770, this institution awarded the first M.D. degree in America.

The College of Physicians and Surgeons

The present Columbia Medical School represents a union of the College of Physicians and Surgeons, which was separately founded in 1807, with the medical faculty that withdrew from Columbia College in 1813. "Physicians and Surgeons" (P&S), as the school is often called today, returned to its relationship with Columbia in 1860, when it became the Medical Department of Columbia College; from that time on, the diplomas of graduates were signed by the presidents of both institutions. But that was about the extent of their relationship until President Seth Low succeeded in merging P&S and all its property into the growing university in 1891. By 1900, the Medical School's enrollment was more than 900, about twice as big as its 1966-67 student body. The M.D. course covered four full years.

P&S was an early leader in the much-needed reform of medical education that was spurred by Dr. Abraham Flexner's report to the Carnegie Foundation in 1910. The Flexner report helped put an end to "diploma mills" throughout the country and led to the founding of new responsible schools of medicine and the upgrading of others. But P&S, as early as 1903, began to tighten its entrance requirements, reduce the size of its classes, and emphasize post-graduate research and the training of medical teachers. In 1966-67, it admitted an entering class of 126 out of 1,227 applicants—a ratio of less than one out of ten. Women students have been admitted since 1917.

The Columbia Medical School and Presbyterian Hospital (founded by James Lenox in 1868) were joined formally in 1921, after a ten-year working partnership. The Columbia-Presbyterian Medical Center, whose first units opened in 1928, was the first medical center in the United States and the world—the prototype of a new fruitful concept of unified teaching, patient care, and research.

The following units are located at the Medical Center: the William Black Research Building, Presbyterian Hospital, Babies Hospital, Harkness Pavillion, the Institute of Opthalmology, the Neurological Institute, the New York Orthopedic Dispensary and Hospital, the Radiotherapy Center, Sloane Hospital for Women, the J. Bentley Squier Urological Center, Vanderbilt Clinic, the New York State Psychiatric Institute and Hospital, the Francis Delafield Hospital (for cancer patients), and the Washington Heights Health and Teaching Center.

In addition to the units at the Medical Center, the Medical School has affiliation for purposes of teaching and research with St. Luke's Hospital Center and Roosevelt Hospital in New York City; with Mary Imogene Bassett Hospital at Cooperstown, New York; with the Brookdale Medical Center in Brooklyn; and with Harlem, Bellevue, and Goldwater Memorial hospitals, which are parts of the city hospital system.

The School of Public Health and Administrative Medicine

This section of the medical faculty was founded in 1921 as the Institute of Public Health, with endowment funds bequeathed by Joseph R. DeLamar. Student enrollment for 1966-67 is a little over 100 students, whose course of study focuses on the combination of medical, scientific, administrative, and political skills required for successful public health programs. The school offers a four-year curriculum leading to advanced degrees in biostatistics, community psychiatry, epidemiology, medical care and hospital administration, nutrition sciences, occupational medicine, public health education and practice, and tropical medicine, including parasitology.

Department of Nursing

Columbia's Department of Nursing is the outgrowth of the School of Nursing founded in 1892 at Presbyterian Hospital. After Columbia and Presbyterian Hospital combined to build the Medical Center on upper Broadway, the Faculty of Medicine of the College of Physicians and Surgeons assumed responsibility for the education of nurses and established the Department of Nursing in 1937.

More than 4,000 nurses have been graduated since the school was first opened. At present there are around 276 students enrolled. The basic thirty-two month course includes preparation for public health nursing, and graduates receive a Bachelor of Science degree from Columbia University. The department also offers graduate programs in maternity nursing and psychiatric-community health nursing, both leading to an M.S. degree. Under a recently revised admission program, entering students must have the equivalent of two years of college credits.

The School of Law

A permanent School of Law at Columbia was started in 1858 when the Trustees persuaded Theodore William Dwight to transfer his activities from upstate Hamilton College to Manhattan Island. By 1880, the school was firmly established as the nation's largest and best known, with an enrollment of around 400, and was producing every year about two-thirds of all the lawyers to practice in New York City.

In 1903, the school became for the first time a true graduate school, requiring a B.A. degree or its equivalent for admission; today it grants an LL.B.

degree only after four years of college work and three additional years of law study. A diversified curriculum of higher studies leads to masters' and doctors' degrees. Applications for admissions have doubled during the 1960's, while the enrollment has gone up more modestly from around 800 in the 1950's to 922 during the 1966-67 school year. Women have been admitted since 1927.

The primary objective of the School of Law is to train men and women for the legal profession and all its aspects. The school recognizes the diversities of private practice in modern life and offers preparation for numerous areas of specialization. Since the study of law also may be an essential preliminary to many who aspire to the civil service or whose immediate or ultimate careers may be in government, on the bench, in teaching, or as publicists, the curriculum provides courses appropriate for such ambitions. The school also seeks to equip students to participate in the dramatically growing programs to establish and protect the legal rights of the poor, the politically and socially unorthodox, and the victims of racial discrimination. Finally, the school provides a center for scholarly research into legal institutions and the society in which they function.

General Curriculum

The School of Law requires a first-year curriculum, basic to all law study, designed to acquaint students at the outset with the fundamental concepts of law and the system by which it is administered. These courses afford a rigorous training in the recognition of essential facts, analysis and synthesis, and the presentation of legal materials. The remainder of the curriculum not only offers courses leading to different specializations of law, but attempts to stimulate an awareness of the economic and social background of the lawyer's work.

Urban Problems

Students interested in urban problems may take courses and seminars on such subjects as law for the poor in an affluent society, metropolitan problems, financing state and local government, and urban and human renewal. Substantial parts of other Law School courses are also devoted to these problems. Related work in disciplines such as city planning, economics, and political science may be taken in other divisions of the university, including the Division of Urban Planning, as part of the LL.B. program. Finally, experience in this rapidly expanding field is available throughout the year on an individual basis through many programs, such as the urban-minority legal internship.

Parker School of Foreign and Comparative Law

The Parker School of Foreign and Comparative Law cooperates with the School of Law and the School of International Affairs in instruction and research in foreign and comparative law. The Parker School offers for undergraduate and graduate law students courses in foreign and comparative law and seminars and research in the foreign aspects of international legal problems. The school also offers courses and research opportunities for students of international affairs, aimed at developing understanding of the role of foreign and comparative law in the international, political, and economic fields. Each summer the school offers an intensive four-week course in foreign law to a carefully selected group of lawyers interested in international legal problems.

The two most recent Law School classes come from forty-six states and twenty-one foreign countries and from more than 140 institutions of college rank. More than half of the students now come from outside the New York metropolitan area.

Emphasis in the present curriculum is placed on individualized instruction and scholarly activity by the students; undergraduates engage in research and writing in five of the six terms of their course. The best results are published in the widely read and respected *Columbia Law Review*, founded in 1901 and edited by a board of forty-five students, and in two other current student publications, *The Journal of Law and Social Problems* and the *Journal of Transnational Law*.

The School of Engineering and Applied Science

Engineering, like law, was taught at Columbia long before it had a school of its own. The tradition goes back to the original announcement of King's College in 1754, when President Samuel Johnson listed in his first course of study "The Arts of Numbering and Measuring, of Surveying and Navigation," and knowledge of "the various kinds of Meteors, Stones, Mines and Minerals, Plants and Animals, and everything useful for the Comfort, the Convenience and the Elegance of Life."

In 1863, Thomas Eggleston, Jr., a wealthy New York collector of mines and minerals, presented a plan for a School of Mines and Metallurgy to the Columbia Trustees. His purpose was to furnish students with "thorough scientific and practical knowledge" and "to supply to those engaged in mining and metallurgical operations, persons competent to take charge of new and old works"–in other words, to educate experts for America's booming mining industry. At the time, there was no school of mines in this country, and Eggleston had in mind an institution like the famous École des Mines in Paris. The idea was timely and attractive; fortunes were being made from gold, silver, and copper deposits in the West, and, as Eggleston correctly predicted, even richer discoveries remained to be made.

The new school was opened on November 15, 1864, in an abandoned broom factory on 50th Street, between Madison and the present Park Avenue. Plans were made for a first-year enrollment of twenty-four students, but there were almost twice as many, even though the Civil War was still going on. By 1870, the School of Mines had more students than Columbia College had and was the largest school devoted to scientific studies of college rank in the United States.

It also quickly outgrew its name, providing courses in paleontology, architecture, bridge-building, and other subjects that had only a remote relation to mining. In 1891, it awarded the first degree in electrical engineering given by an American institution. Thus, during the last years of the nineteenth century, the two major changes that took place were those within the School of Mines itself, not only in the never-ending modification of curricula to meet the changing needs, but especially in the long-delayed recognition of branches of engineering other than mining.

In 1896, its name was changed to the School of Mines, Engineering, and Chemistry; it was shortened to the School of Engineering in 1926 and, finally, widened to the School of Engineering and Applied Science in 1961. The school's fields of study embrace all the basic natural sciences and their application to construction, transportation, communication, explosives and munitions of war, electronics, chemical systems to replace diseased human organs, computer design, manned space vehicles, the uses of power in industry, and every other form of technology.

The Engineering School is unusual at Columbia in that it offers both undergraduate and graduate programs; more than half of its undergraduate requirements are the same "liberal arts" courses taught at Columbia College. The graduate degrees in engineering, including the Ph.D. and the Sc.D., are given for work in established fields of chemical, civil, electrical, and mechanical engineering, along with such recent specialties as nuclear engineering and bioengineering. Of the current enrollment of 1,738 students, more than 800 have their bachelor's degrees.

The Graduate School of Arts and Sciences

Since the 1890's, Columbia has generally been first among all the universities in the enrollment of graduate students and in the number and variety of subjects in which graduate work is done. It has awarded and still usually awards more doctoral degrees than does any university—517 at the 1967 commencement and more than 16,000 since 1875, when the first one was given. Today, three Graduate Faculties—Political Science, Philosophy, and Pure Science—are devoted to the production of scholars. Through their work, Columbia is a pre-eminent supplier of teachers and research specialists to other colleges and universities.

Research and the advancement of learning were the aims proclaimed by those who founded the Graduate Faculties. Using the German model, they hoped to gather at Columbia "a company of scholars" who would be "pure" scholars and "pure" scientists, with no other professional thought than the increase of human knowledge. They would need assistants to help with the dirtier work of scholarly research and laboratory experimentation. These young apprentices would be drawn from those who had already gained a good grounding in their subject matter in college. In assisting the university scholars, they would learn to become scholars themselves; they could then go out to carry the torch of learning elsewhere throughout the land. The best of them would return to succeed their masters. But the university—that is, the Graduate Faculties—would be primarily the scene of the research of its scholars. Only incidentally would it be the abode of an educational process.

Time and events proved this rationale inadequate. By the middle of the twentieth century, it had become evident that no American university, least of all Columbia University in the City of New York, could remain in cloistered seclusion, cultivating "pure" truth—truth, that is, irrelevant to all human concerns. Three wars and a revolutionary depression put an end to the ivory laboratory and ivory research library. Today, "pure" and disinterested research is no longer regarded as the ideal.

The Graduate School provides instruction and conducts scholarly research through forty departments. In addition to the Ph.D. programs conducted by these departments, there are fourteen other programs leading to the Ph.D. degree, many of which are interdisciplinary, conducted by special committees (subcommittees) under the jurisdiction of the three Faculties. Of the forty departments, twenty-eight are within the arts and sciences, seven in the College of Physicians and Surgeons, and five in the School of Engineering and Applied Science. The twenty-eight departments in the arts and sciences are responsible for instruction in Columbia College and the School of General Studies, as well as in the Graduate School, and members of some of these departments are also in the School of International Affairs and the various Regional Institutes.

From 1909 until 1970, the three Graduate Faculties were considered separate Columbia schools, but shared a common dean. On January 5, 1970, a Graduate School of Arts and Sciences was approved by the Trustees, to improve the coordination of the three Faculties of Political Science, Philosophy, and Pure Science. Evidently this act did not result in the amalgamation of the three Faculties; consequently, it would appear that each is still considered a separate Columbia school.

The Faculty of Political Science

The first of the Graduate Faculties—that of Political Science—was established in 1880 as a result of "growing dissatisfaction with the curriculum of the law school." The efforts of Samuel Ruggles, a Columbia Trustee, and John William Burgess, a young Columbia professor, were crucial in the complicated struggle that added graduate study to the Columbia curriculum and, thus, began the era of the modern university. On June 9, 1880, the Columbia Trustees approved a resolution: "That there be established, to go into operation at the opening of the academic year next ensuing, a school designed to prepare young men for the duties of public life, to be entitled a School of Political Science." (In 1890, the official name was changed to "Faculty" instead of "School.")

The significant fact about the new school was that admission was limited to students who were already college graduates, a fact that put Columbia in the lead in the great educational innovation of the time—the systematic training of young college graduates at higher levels of learning. Consequently, the Columbia Faculty of Political Science was the first American school that was planned in advance and established solely for graduate study. Its departments include the social sciences (anthropology, economics, sociology, psychology, etc.), history, public law, and allied departments.

The Faculty of Philosophy

The Faculty of Philosophy was established in 1890, ten years after the founding of the School of Political Science. This Faculty now includes a long list of departments, including English and comparative literature, philosophy, religion, linguistics, Greek and Latin, art history and archaeology, music, French and romance philology, Germanic languages, Slavic languages, and East Asian languages and cultures.

The Faculty of Pure Science

Organized in 1892, this third unit of the Graduate Faculties, or Graduate School of Arts and Sciences, combines the traditional sciences of astronomy, chemistry, geology, and mathematics with the more modern pursuits of nuclear physics, biochemistry, electronics, oceanography, and computer technology.

The School of Architecture

The School of Architecture grew out of a course in the "principles of civil and military architecture" for seniors at Columbia College. At the suggestion of F. A. Schermerhorn, a Columbia Trustee, it began its existence in 1881 as a department within the old School of Mines. Established by the Trustees as a separate school in 1896, it became an independent unit of the university corporation in 1902. Its function today lies in the production of "professional architects, designers, and planners whose vision takes in the total human environment." As a result of recent administrative reorganization, the school today has three main divisions:

> (1) *Architecture*, with basic courses in theory, design, materials, the history and development of architectural styles, the restoration of historical buildings, and land economics;
>
> (2) *Architectural Technology*, including lighting, acoustics, foundation engineering, structural analysis, and computer programming as used in the study of "path problems" and floor space arrangements; and
>
> (3) *Urban Planning*, which provides instruction in contemporary problems and solutions in large-scale public and private housing, urban renewal, mass transportation, legislation and zoning, and the relation of city planning to government and politics.

A major outgrowth of the school is its separate Institute of Urban Environment, in which advanced research on regional and urban problems is conducted.

The school hopes, in the near future, to enlarge its 1966-67 enrollment of 287 students to at least 650 students and to place increasing emphasis on its several doctoral programs. At present, about one-third of the students are enrolled in graduate programs, while the remainder, most of whom already hold liberal arts B.A. degrees, are candidates for the Bachelor of Architecture degree—the first professional degree in architecture.

The Graduate School of Journalism

Although the Columbia Board of Trustees approved the establishment of a School of Journalism in 1903, the school did not actually go into operation until 1912. An 1879 quote from the *St. Louis Post-Dispatch*, owned and edited by Joseph Pulitzer, had spoken scornfully of the idea of teaching journalism in American universities: "there is no need for a professorship of journalism and no sense to the suggestion . . . It is as absurd to talk of it as to talk of a professorship of matrimony, it being one of those things of which nothing can be learned by those who have never tried it."

The ensuing years and the availability of funds, however, served to temper both the university's resentment of the intrusion of a "trade school" into the collegiate family and Pulitzer's feelings about formal education for journalists. In the 1890's, Pulitzer gave scholarship funds to Columbia and offered to endow a "lectureship" in journalism. Later, he indicated in a memorandum his plan to set aside a sum to endow a school or department in Columbia College. In 1903, he signed an agreement with the Columbia Trustees pledging $1 million for the school's endowment, with a promise of a subsequent million "after the school proved itself by three years of successful operation." In September, 1912, the school admitted its first students. Enrollment in the school has never been large; thus, the 1966-67 population of 106 students is normal.

The school offers an intensive one-year course, open to college graduates only, leading to a Master of Science degree in writing, reporting, and editing news; typography make-up and picture editing; the production of magazine articles, television programs, and documentary films; the history and law of journalism; and "Basic Issues in the News"—this last, a spur to editorial acuteness in determining social and political issues that underlie major news events. The school also offers advanced fellowship programs open to experienced newsmen and newswomen in science writing, race relations reporting, international reporting, and the reporting of news in the behavioral sciences—sociology, psychology, and related fields. Pulitzer's stipulation that the school differentiate between journalism as an intellectual profession and as a business dictates the continued non-existence at Columbia's School of Journalism of courses in the commercial or industrial phases of any form of mass communications.

The Graduate School of Business

Although recommendations to the effect that business be made a part of Columbia's offering to its students date back over 100 years, the Columbia Business School was not formally authorized by the Trustees until 1916.

In 1849, Charles King, a wealthy New York banker and newspaperman, was elected ninth president of Columbia University and, in his inaugural address, appealed to New York merchants "to come forward with funds to endow a Professorship of Commerce." There was no response at the time, but President Frederick A. P. Barnard, King's successor, enlarged the idea and included a "School of Commerce" among a number of professional schools that he wanted Columbia to have. A limited beginning was made in the 1880's, when the Graduate Faculty of Political Science offered courses in practical political economy and the science of finance, as well as one on "railroads."

Although President Butler had previously been staunch in his belief that it would not be necessary to add to the complexity of the university by adding a new school or department to teach courses related to business, he apparently changed his mind when presented with "an anonymous gift of $600,000 to build the new school." On December 21, 1915, he obtained approval from the University Council, representing all the academic faculties, and on January 3, 1916, the Columbia Trustees, after considering the matter only two weeks, hurriedly passed a resolution approving creation of "a School of Business under the Administrative Board of Extension Teaching."

In 1949, the Columbia School of Business became a graduate school, doubling its required period of study for the Master of Business Administration from one year to two. A new curriculum was adopted that focused on full-time students, dropped the previous part-time and evening classes, and placed added emphasis on the doctoral program. Enrollment for the 1966-67 school year was 1,060 students.

The School of Dental and Oral Surgery

The Columbia School of Dental and Oral Surgery began life in September, 1916, as a four-year course at the College of Physicians and Surgeons. A few months later, a separate School of Dentistry was established by the Columbia Trustees. In 1923, the school merged with the New York College of Dental and Oral Surgery, but in 1928 it moved back to the Medical Center and took its place among the administrative units of the Columbia Corporation. Plans to increase student enrollment from the 1968-69 figure of forty have been hamstrung by space and equipment requirements, factors that at one time caused limitations to be placed on the school's accreditation by the Council on Dental Education of the American Dental Association.

The School of Library Service

Melvil Dewey, founder of library science in America, first opened this school on January 5, 1887, in a storeroom above the Columbia College chapel. In 1889, when Dewey became New York State Librarian, he moved the school with him to Albany, where it became a part of the State Library. In 1926, a new School of Library Service was established at Columbia. This school absorbed the Library School of the New York Public Library, which had been established in 1911, and the New York State Library School at Albany.

In 1948, the school reorganized its structure and curriculum and became a graduate school, offering a basic Master of Science program. The Doctor of Library Science degree was instituted in 1952. More than 100 of the school's 391 students are from foreign countries. The school conducts seminars in international librarianship, cooperative publishing programs, and cultural exchanges between the United States and other countries. Students can major in techniques and languages needed for administering specialized libraries, such as Slavic Studies, Japanese, and Chinese or industrial, medical, and scientific collections.

The School of General Studies

The School of General Studies was created in 1947, in part as a response to the huge numbers of GI's who came to Columbia after the war to work for a degree, but the history of the school's function dates much further back. The demand for adult education on an organized, secular basis first reached significant proportions in the nineteenth century. Prior to that time, formal training in a university was regarded as the cherished advantage of a fortunate class, as a special privilege, and it was designed for certain ends—the church, or the law, or teaching. Illiteracy or, at most, a state of rudimentary literacy on the part of the masses was taken for granted.

The first plans for extension teaching were outlined in 1830 and were finally instituted in 1904. Many of the initial attempts (prior to 1904) were short-lived and lacked support by the public for whom they were designed. During this time, Teachers College played a most significant role in extension teaching. Yet, the concept of extension work in the university was always surrounded by controversy. In 1904, for example, a Special Committee of the University Council examining extension work in the university recommended that "regular students of the university and extension students should be treated as two separate and distinct categories, and . . . passage from one category to the other . . . be so strictly limited and guarded that the standards of attainment and of university influence . . . not be lowered or impaired."

Dr. Egbert, appointed Director of Extension Teaching in 1910, said in 1915: "The aim of extension teaching is two-fold. First, to afford extraordinary educational opportunities to an eager community and, second, to serve the university by introducing and testing new educational schemes and plans and supplying needed courses without extraordinary demands upon the financial resources of the university." In 1921, the name of the program was changed from Extension Teaching to University Extension, the degree of Bachelor of Science could be earned, and degree candidates were referred to as "university undergraduates." In 1947, the University Extension was reorganized into the School of General Studies.

The school now offers some 800 courses, mostly during evening hours. Almost all of the school's faculty members hold joint appointments at Columbia College or one of the Graduate Faculties. Candidates for the bachelor's degree must qualify by record and examination and must be at least twenty-one years old. Of the 3,700 students enrolled during 1968-69, about half were seeking a college degree and about 350 graduate each year. Two-thirds of the graduates go on to other Columbia schools. A recent development at the school has been the adoption in 1968 of an urban studies undergraduate major constructed primarily through the collation of existing courses related to urban studies from various other sectors of the university and the creation of a small number of new courses.

The School of the Arts

In 1881, the School of Architecture included instruction in drawing and coloring in its curriculum, and, in 1890, the English Department of Columbia College pioneered the study of theater arts in American colleges. The first university professorship of music was begun at Columbia in 1896, and, in 1916, the first college course in film-making was offered in the University Extension Division, along with courses in painting, sculpture, radio broadcasting, and playwriting.

All of these segments were brought together in December, 1965, when the Trustees established Columbia's newest division, the School of the Arts, which replaced the former Schools of Dramatic Arts and Painting and Sculpture and the Program in the Arts. In September, 1966, the first students were admitted to the new school, a former hospital on 110th Street near Amsterdam Avenue. The school now offers graduate programs leading to the Master of Fine Arts degree in four areas: (1) painting and sculpture; (2) theatre arts; (3) film, radio, and television; and (4) creative writing. Talented young people who have not completed four years of college are admitted as special students at the discretion of the faculty. The purpose of the school is "to meet the demand for instruction in one or another of the arts as part of a liberal education and to train gifted graduate students as teachers, curators, directors, critics, and theorists of the arts."

The School of Social Work

The School of Social Work was founded independently in 1898 as a summer training program for social workers; in 1904 it began year-round teaching, under the name of the New York School of Social Work. It has been affiliated with Columbia University since 1940 and became a full member of the university corporation in 1959. Since 1898, the school has had more than 28,000 graduates. Its current student population is 800, a significant number of whom come from fourteen foreign countries. The school offers a professional certificate, a Master of Science degree, and advanced programs leading to the Doctor of Social Welfare degree. There are special programs for part-time students and workshops and institutes for working professionals who wish to keep abreast of the newest developments in the field.

The school has engaged in training volunteers for the Peace Corps, VISTA, and the federal antipoverty program, and it is cooperating with New York City in devising improved methods at the experimental urban welfare center at Kingsbridge in the Bronx.

The School of International Affairs

The School of International Affairs, established by the Columbia Trustees in 1945, was a direct consequence of the experiences and needs of World War II. During the war, Columbia had housed the old Naval School of Military Government and Administration, which, therefore, served as the model for the current school. The aim of the new school was to "supply the demands in government agencies and private industry for specialists trained in international affairs and with a particular knowledge of a specific area of the world." Affiliated with the school are Columbia's seven area institutes: (1) Russian, (2) East Asian, (3) European, (4) Middle East, (5) East and Central Europe, (6) African Studies, and (7) Latin American Studies. Additional research and teaching programs are carried on by the Institute of War and Peace Studies, the Program on International Organization, the Institute on Communist Affairs, and others.

The basic course of study in the school usually takes two years and leads to the degree of Master of International Affairs (MIA). Most students also enroll in one of the certificate-granting institutes. Many of the 683 alumni (as of 1968-69) have significant posts in the executive branch of the U.S. Government, in American international business firms, at the United Nations, or with foreign governments. Others are teachers, research scholars, and an increasing number have gone on to complete doctoral studies at the Graduate Faculties, Teachers College, and other divisions of the university. The student population during 1968-69 was about 300, with plans to increase the enrollment upon completion of the new building.

AFFILIATES OF THE COLUMBIA UNIVERSITY CORPORATION

In addition to the sixteen schools, seventy departments, and many institutes, centers, and programs of the Columbia Corporation, there are four institutions whose historical and legal relationship with the university have earned for them the category of affiliate. These affiliated institutions are Barnard College, Teachers College, the College of Pharmaceutical Sciences, and Union Theological Seminary. (For a list of the divisions and departments of the affiliates, see pp. 311-13, below.) The following short historical description of each of these affiliated institutions attempts to show their relationship to the university.

Barnard College

Barnard College has its own Board of Trustees and its own president. Columbia University awards degrees to Barnard students under a long-standing legal agreement under which the university's responsibility is to assure the educational quality of the instruction that is carried on there. The president of Barnard College sits as a dean in the university, but has his own Board of Trustees, budget, financial organization, and faculty.

Barnard College had its inception in an idea proposed in 1879 to the Trustees of Columbia by its tenth president, Frederick A. P. Barnard. It was his conviction that "in the interest of society the mental culture of women should not be inferior to that of men" and that young women should therefore be admitted to Columbia College. This thought, which failed to attract the serious attention of the Trustees, was nevertheless rigorously developed by President Barnard, and in 1883 a petition signed by over 1,000 citizens of New York culminated in the inauguration of the "Collegiate Course for Women."

Six years later, when an organization called Certain Friends of the Higher Education of Women presented still another proposal to Columbia's Trustees, cooperation was obtained for the establishment of an affiliated college for women. A provisional charter was granted by the State of New York, promises of funds for the first four years were secured, and its name, in honor of its most prophetic and persistent advocate, was chosen. In October, 1889, the first class of Barnard College met, and in 1900 it was incorporated in the educational system of Columbia University, sharing the instruction, the library, and the degrees of a university.

Barnard today presents a rewarding contrast to the pioneer days. The original teaching staff of six has grown to almost 200 men and women, some of them members of the university Faculties and some coming to the classrooms from the world of literature, the theater, and the arts. From the original fourteen matriculated students, enrollment has increased to 1,892; since 1893 Columbia has awarded degrees to 14,509 Barnard students. Pledges to support the college for its first four years have expanded to current endowment funds of $12.8 million. A new interdepartmental major in urban studies was initiated during the 1969-70 academic year.

Teachers College

Founded in 1887, Teachers College has been closely associated with Columbia University, but became formally affiliated in 1898 by an agreement between the Teachers College Board of Trustees and the Trustees of the university. Under this agreement, the Faculty of Teachers College is a Faculty of Columbia University, subject to the academic regulations of the university. All degrees are granted through the university. The college is represented in the University Senate. Teachers College maintains its own separate, corporate organization, including a Board of Trustees that has general control of the college and full responsibility for financial support.

Founded as an undergraduate institution largely concerned with the preparation of skilled and competent manual training teachers, Teachers College began in 1887 with a student body of eighteen, made up mostly of young girls who were interested in elementary teaching. By 1926-27, Teachers College had over 5,000 students in residence. After World War II, with the huge increase in the number of students seeking admission to universities all over the country, Teachers College faced the problem of what sort of population it would seek to serve.

In 1947, Dean Russell noted that a large majority of the Teachers College student body matriculated on a part-time basis—working for a semester here and a semester there, or taking courses continually as a supplement to their full-time professional duties. Dean Russell reasoned that the student body should be cut down drastically to include only a very select few full-time students and that it should decrease its faculty and rent out unneeded space to get the funds to train the potential leaders in the field of education.

Although the 1969 student population again numbers over 5,000 full- and part-time students, quality has been maintained and the college's international reputation as a graduate professional school of education remains unchallenged. Teachers College exists to prepare people for professional service at high competence on all educational levels and to develop the knowledge and critical ideas on which significant educational growth depends.

Teachers College achieves this broad goal in a variety of ways. It offers instructional programs in all phases of teaching, guidance, curricular planning, and administration for the training of educational personnel. It provides opportunities for advanced work in a number of disciplines (such as psychology, sociology, philosophy, and history) that bear on an understanding of the educational enterprise, and it prepares people for a wide range of careers (for example, in the psychological professions or nursing supervision) outside the school. With comparable emphasis, the college conducts extensive research on educationally relevant problems, and it is a resource for manifold field services to schools and colleges all over the United States. In the shrunken modern world, it also is heavily involved in international activities, assisting nations overseas to improve their educational systems and working with a broad range of foreign students.

The College of Pharmaceutical Sciences

The College of Pharmaceutical Sciences was established at a time when pharmaceutical education was based largely upon apprenticeship. The college had its inception in a meeting of prominent pharmacists of New York City on March 18, 1929, when a constitution was adopted, membership conditions were established, and provision was made for conducting lecture courses. It has been continuously active as a teaching institution since that time. The first students at the college were either voluntarily enrolled or were induced to enroll by their preceptors. The first lecturers were John Torrey, in physics and chemistry, and Stephen Brown, in materia medica. The college was granted a charter on April 25, 1831, and three students were awarded diplomas in that year.

For seventy-five years the college, as a completely independent institution, grew steadily in stature and continuously developed more than a local interest. In 1851, delegates from the three other colleges of pharmacy then in existence were invited to meet to consider the establishment of standards for drugs. A second meeting for the same purpose was held in Philadelphia in 1852. As a result of these meetings the American Pharmaceutical Association was established.

Since 1904, the College of Pharmacy has been affiliated with Columbia University, and its educational program has reflected the benefits of the union in breadth and in character. Although an affiliate, the college is also considered a department of the Columbia University Graduate Faculties and, since 1904, the president of Columbia University has served as the president of the college. The college, however, maintains a separate administrative organization.

Union Theological Seminary

Union Theological Seminary is a graduate school for training men and women for every type of Christian ministry. Its graduates hold positions of responsible leadership with all major denominations of the Christian Church as pastors, teachers, chaplains, directors of religious education, missionaries, organists, and choir directors. Union Theological Seminary was established in 1836 on the principle of freedom—freedom for the institution to determine the type of life and training that would best fit its students for Christian service without ecclesiastical or university domination or dictation; freedom for each student to make his own vocational choice and to work out his personal faith and philosophy with the help of competent and consecrated Christian scholars, teachers, and counselors. This freedom has always been subject to the influences and responsibilities of community life.

Although the Seminary is basically a Protestant institution, it welcomes Roman Catholic and Eastern Orthodox students. In recent years the number of Roman Catholics has increased rapidly, and an arrangement with Fordham University provides for the exchange of credits and for a limited exchange of teachers each year. Union Theological Seminary moved to its present site in 1910, continuing the conviction of its founders that "large cities furnish many peculiar facilities and advantages for conducting theological education."[1] Among these advantages are mutually rewarding relationships with neighboring institutions, such as Columbia University, Barnard, Teachers College, Jewish

Theological Seminary, Riverside Church, the National Council of the Churches of Christ in America, and the World Council of Churches.

The metropolitan area, with its numerous churches and social agencies, also offers an opportunity for students to combine field work positions with theological study as a means of gaining practical experience and a greater measure of self-support. These principles and characteristics that distinguish Union Theological Seminary are gathered up and expressed in the "Preamble to the Constitution," adopted by the founders on January 18, 1836, which continues to inspire and shape the life and program of the Seminary as it seeks to provide effective and devoted leaders for Christ and His Church.

The arrangement between Union Theological Seminary and the university corporation is a good deal looser than that with the other affiliates. Students who wish to pursue Ph.D. courses and programs in the university proper may do so, and there is a certain exchange of faculty and students on a relatively informal basis between the Seminary and the university, but it is not even technically an affiliated organization in the rather intimate sense of Barnard, Teachers College, and the College of Pharmacy.

Union Theological Seminary was brought into reciprocal educational relationship with Columbia University in 1928. Although the Seminary is financially and administratively independent and has its own Board of Directors, its president and two elected delegates from its faculty had seats on the now defunct University Council, and certain members of its faculty are assigned to the Faculties of Political Science and Philosophy. Since the Seminary is a graduate institution, its students may take graduate courses at the university, paying their fees for such courses to the university. Students registered in the graduate and professional Faculties of the university may take courses at the Seminary, paying their fees for such courses to the Seminary. There are also reciprocal library privileges.

Under the agreement with the university, the Seminary, in concurrence with the University Council, offers programs in the literature and religion of the Bible, in the comparative study of religions, including Christian thought and history, and in Christian education leading to the M.A. degree. The degree is conferred by the university on recommendation of the faculty of the Seminary.

In addition, a program leading to the M.A. degree in religion is offered under the Committee on Graduate Instruction of the Department of Religion of Columbia University, composed of representatives of the university and of the Seminary. The courses are selected from those of the university and of the Seminary; the degree is conferred by the university upon recommendation of the Committee on Graduate Instruction. Candidates for the M.A. degree in other subjects under the Graduate Faculties of the university may offer toward the fulfillment of requirements for the degree fifteen points taken in courses in the Seminary, subject to the approval of the dean of the Graduate Faculties and the several departments concerned, provided these courses have not been credited toward a Seminary degree.

Programs in the history of religion, the literature of religion, the philosophy of religion and ethics, and religion and society, leading to the Ph.D. degree, are offered under the Committee on Graduate Instruction of the

Department of Religion of Columbia University. The courses are selected from those of the university and the Seminary; the degree is conferred by the university on recommendation of the Committee on Graduate Instruction.

COLUMBIA UNIVERSITY TODAY

The preceding section reviewed the historical evolution of both the administrative structure and the curriculum at Columbia University. In this review, one element of particular significance to curricular innovation stands out: As new fields of study evolved and legitimized their existence through the development of a research methodology and a body of literature, they were gradually incorporated into the administrative structure of the university. Most major fields of study usually began life as courses scattered in several schools; they were then pulled together into a department or institute and, in fifteen cases, ultimately became separate schools within the university corporation.

Any attempt, therefore, to lay out a blueprint for the future development of urban and ethnic studies at Columbia had to be predicated upon knowledge of what was presently being done in these fields in the various schools and departments of the university. Consequently, a comprehensive inventory was undertaken of all courses, research, and service projects related to either urban or ethnic studies. It is believed that a compilation of this nature has never before been undertaken at Columbia.

Because of its length and peculiar pertinence to the Columbia community, the inventory itself was not included in this book, but it is being published as a Columbia University bulletin and will be available to Columbia faculty and students. It should prove to be an invaluable guide both to students who wish to broaden their understanding of, or expertise in, the complex problems of city life or racial relationships through cross-registration in courses offered in other Columbia schools and to faculty members in one school who wish to identify and collaborate with faculty members of like interests and expertise in other parts of the university.

Summary of the Inventory of Courses on Urban and Ethnic Studies

By its length alone, the inventory demonstrates that a basis upon which to build academically and intellectually viable programs in urban and ethnic studies already exists at the university. The rest of this chapter is devoted to a summary of the number and range of courses dealing with urban and ethnic studies at Columbia. New offerings in these fields were being developed daily, even as they were being tallied, and undoubtedly there have been new developments since the inventory was completed early in 1969. Indeed, such an inventory should be updated annually.

The inventory included those courses at Columbia University and its affiliated institutions that have been identified as relevant to urban, Afro-American, or Puerto Rican studies. It comprises courses listed in university bulletins for the year 1968-69, with the addition of those introduced for the first time in 1969-70. The information for the inventory was obtained from the following sources: (1) bulletins of each of the Columbia University schools and colleges; (2) designations by faculty members in response to the Urban Center Curriculum Project faculty questionnaire; (3) personal contact; (4) deans and department chairmen, who reviewed and supplemented early drafts of the inventory; and (5) the offices of the registrar. The relevance of some of the entries to either urban or ethnic studies may be arguable; in this regard, it should be noted that all the information included was accepted as relevant if a faculty member, given broad definitions of terms, deemed it to be so.

The inventory itemized 610 courses offered by Columbia University and its affiliated institutions that relate to urban and/or minority-group affairs. Of these, 236 courses deal primarily with urban problems and 145 courses contain material pertinent to the culture and concerns of black and/or Spanish-speaking minority groups. The remaining 229 courses appear relevant to both urban and ethnic studies. Table 19 gives a breakdown, by school, of the number of courses in urban and ethnic studies.

The table indicates that the Graduate School of Arts and Sciences (the three Graduate Faculties) offers the largest number of courses in ethnic studies and Teachers College, the largest in urban studies. Schools with a comparatively small number of courses in either urban or ethnic studies are the School of Library Service, the School of the Arts, the School of Journalism, the Business School, the Dental School, and the Engineering School.

This survey of the number of course listings in urban and ethnic studies did not attempt to assess the quality of either the material presented in a course or the manner of presentation. Such an assessment, however difficult to make, should precede the incorporation of existing courses into departments of urban or ethnic studies. It goes without saying that a like assessment should be made of the courses in other departments.

Ethnic Affairs

The following is a summary, by school, of the range of courses related to ethnic affairs now offered at Columbia University:

The School of Architecture offers four courses that appear to be only peripherally related to ethnic affairs:

Social Aspects
The Evolution of Cities
The Structure of the Urban Community
Planning and Sociological Analysis

TABLE 19

Courses in Urban and Ethnic Studies at Columbia, by School

School	Relevant Primarily to Ethnic Studies	Relevant Primarily to Urban Studies	Relevant to Both Urban and Ethnic Studies	Total
School of Architecture	–	21	6	27
School of the Arts	2	1	2	5
Barnard College	17	9	4	30
School of Business	–	4	1	5
Columbia College	8	16	3	27
School of Dental and Oral Surgery	–	1	–	1
School of Engineering	–	7	–	7
School of General Studies	13	10	6	29
The Graduate Faculties	36	22	37	95
Interfaculty (V)[a] Courses	7	2	3	12
Interfaculty (W)[b] Courses	4	7	1	12
School of Journalism	1	–	4	5
School of Law	3	6	9	18
School of Library Service	–	–	2	2
Faculty of Medicine	6	22	43	71
School of Social Work	4	12	25	41
Summer School (includes Teachers College and the School of Architecture)	12	6	5	23
Teachers College	30	88	73	191
Union Theological Seminary	2	2	5	9
Total	145	236	229	610

[a] Joint undergraduate courses.

[b] Other interfaculty courses.

The School of the Arts offers courses more directly related to ethnic studies, such as:

Black Culture in the United States
Social and Artistic Trends in the Contemporary Theatre
A workshop for students and black writers

Barnard College appears to offer the largest number of sociology and religion courses relating to ethnic studies. These include:

Colloquium on Politics and Problems of Black Urban America
Seminar on Psychological Analysis of Racism
Black Theology

Black Religious Literature
Black Americans in the Twentieth Century
Spanish American Culture
Ethnic, Minority, and Intergroup Relations
Other related courses include:
The Community
Social Movements
The Family
Studies in African Music
There are no courses in Afro-American history.

Columbia College offers the following:
Afro-American History
The Development and Organization of Black Family Life in America
African Problems and Potentialities
Ethnographic Research
Social Justice and American Reality
Culture and Society in the Caribbean
Race and Ethnic Relations
Peoples of Africa

The School of General Studies offers three courses specifically related to black or Spanish American history and culture:
Cultural Revival Through the New Literature of Emerging African Nations
Colloquium on American History
Modernization in Spanish America
Three related courses are:
Workshop on Social Problems
Social Change
Intergroup Relations

The Graduate Faculties include a large number of courses relating to Africa, the Spanish-speaking countries of the Caribbean and South America, and one course related specifically to Afro-Americans. Those related to Spanish Americans include:
History of the Spanish Language
The Spanish American
Sarmiento and Martí
Studies in Spanish American Literature
In addition, there are numerous courses that related peripherally to these subjects.

The Schools of Journalism, Law, and the Faculty of Medicine also offer courses peripherally related to ethnic studies, but none that are specifically or entirely devoted to Spanish or Afro-American culture.

The School of Social Work offers two courses on Spanish and Afro-American culture:

Black Culture and Social Welfare
Puerto Rican Culture and Social Welfare
Several related courses are offered.

Teachers College offers numerous courses that touch on aspects of Afro-American and Spanish American culture and history. It also offers:

American Negro Literature
Recreation for Disadvantaged Youth
The Black Experience
Negro Dialects
Organization and Administration of Afro-American Studies Programs in Secondary Schools

Union Theological Seminary, in addition to related courses, offers the following:

Religion in the Black Ghetto
Seminar on the Social Development of the Black American
Seminar on Theology and Psychiatry

Urban Affairs

All Columbia schools offer courses related to urban issues. Typical of the scope of such courses are the following:

School of Architecture
  Evolution of Cities
  Economics of Urban Land Improvements
  Principles of Urban Design Theory
  Planning Problems in the Urbanizing World

School of the Arts
  Communications Through the Media

Barnard College
  Economic Planning
  Urban Politics
  Environmental Science

Graduate School of Business
  Industrial Relations
  Human Resources and Economic Welfare
  Urban Problems and Confronting Business

Columbia College
  Cities and Planning
  Labor Economics

Seminar on Government and Urban Economy
Studies in Urban Society
Sociology of Urban Life and Urban Geography

School of Engineering
Noise Pollution
Measurements and Control
Queuing Theory and Application

School of General Studies
Government and Politics of the Metropolis
Colloquium on American Urban History
Introduction to Urban Studies
Urban Geography

Graduate Faculties
History of City Planning
The Architect as City Planner
The Urban Economy
Labor Economics
Urban Geography
Government and Politics in Metropolitan Regions
Social Change in the United States
Selected Problems

School of International Affairs
Colloquium in the Economic Development of Africa
The Comparative Study of National Societies

School of Journalism
Basic Issues in the News
American Society

School of Law
Metropolitan Problems
Seminar in Urban and Human Renewal
Seminar on Urban Criminal Justice
Seminar in Urbanization

School of Medicine
Principles and Practices of Community Psychiatry
Governmental Process and the Community
Epidemiology of Mental Disorders
Hygiene of Housing
Social Foundations of Community Health
Family Planning in an Urban Society
The Voice of the Community
Nursing for Community Mental Health

School of Social Work
Seminar in Community Organization
Social Planning

Teachers College
Sociology of the Community
Urban Sociology and Education
Family, School, and Communities
The Mass Media in an Urban Society
The Politics of Urban Education
Community Involvement in Education
Social and Political Problems of Education
Cross-National Seminary Study of Urban Education Systems
New Direction in Urban Education
Administration of Community Minority Services
Urban Recreation and Park Planning
Analysis of Urban Social Systems
Urban Geography and Education

Union Theological Seminary
The Gospel and the City
The Church in Mission
Experimental Seminar
Contemporary Problems in Urban Mission
Seminar on New Forms of Witness in Urban Society

As previously stated, the summary indicates that Columbia University already offers many courses related to urban and ethnic studies, which can form the basis of a coordinated program in these fields. The existence of considerable duplication—for example, four separate courses in Urban Geography are offered by the Graduate Faculties, Teachers College, Columbia College, and the School of General Studies, respectively—indicates, as well, the need for the kind of coordination recommended in the last chapter of this book.

SUMMARY AND CONCLUSIONS

The complexity of Columbia has been aptly described by one of the persons interviewed for this study. "Columbia," she said, "resembles the nineteenth-century British Commonwealth of Nations with its series of: (1) independent kingdoms (Barnard, Teachers College, College of Pharmacy, and Union Theological Seminary); (2) dominions and/or territories (those schools that are part of the corporation); (3) crown colonies (the institutes, centers, programs, etc.); and (4) dependencies (the many departments)."

The analogy to the British Commonwealth appears more pertinent as the observer recalls the British policy of "indirect rule" in looking at Columbia

University governance reveals that the power to effect curricular change resides primarily within the various faculties, articulated through the numerous departments. Thus, most major substantive decisions appear to be made at the tribal chieftain level, not in the Home Office (Low Library). Each of these departmental, or tribal, chiefs formerly sat on the now defunct University Council, which had ultimate responsibility for educational programs and curricular matters. A University Senate, composed of faculty, students, and administrators from each of the schools and affiliates has recently been created in an attempt to broaden participation in the decision-making process. The responsibility of the Board of Trustees appears to have been curtailed to budgetary matters.

The foregoing description of the historical evolution of Columbia University was provided in detail to document two very important points that relate to the Urban Center Curriculum Project. First, Columbia University has indeed evolved over two centuries into an institution much larger, more complex, more variegated, and possibly more responsive to the needs of the society than is supposed. Therefore, the changes needed to increase its responsiveness to the urban and ethnic crises should be viewed not as revolutionary, but as a natural step in the evolution of the university. Because of the urgency of the need for teaching, research, and practitioners, one would hope for speedier consideration and adoption of programs related to urban and ethnic studies than has been characteristic of many past university decisions. Second, the detailed presentation of organization underscores the narrow structuring of fields of study and the relative absence of those linkages that have become so important to the understanding, prediction, and control of the forces that generate the major problems of the times.

This chapter reveals that, by any definition or standard, there is already an observable amount of activity at Columbia directly and indirectly related to urban or ethnic studies that can serve as the foundation for coordinated and integrated university programs in these emergent fields. What has been missing, as both faculty and students have strongly noted, is the development of linkages between schools and departments in these interdisciplinary fields that can require special approval that is given equal status with more traditional disciplines and courses of study.

It is hoped that the recommendations of the Urban Center Curriculum Project will be seen not only as specific steps for the university to take in introducing comprehensive and viable urban and ethnic studies programs, but also as part of the general movement to encourage organizational reform and a sense of cohesiveness among the many parts of Columbia University.

CHAPTER 11 RECOMMENDATIONS AND CONCLUSIONS

Joseph G. Colmen,
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INTRODUCTION

The surveys of the opinions and the needs of identifiable university constituencies and of the experiences of other institutions of higher learning provided the data for conclusions regarding curriculum development for urban and ethnic studies at Columbia University. This data, when analyzed and interpreted by the project staff, provided the substance from which specific procedural and programmatic conclusions began to emerge. These conclusions, when juxtaposed with the history and present state of Columbia University, led the editors to a series of recommendations that represent one way for Columbia to construct quality programs in urban and ethnic studies.

Naturally, these recommendations do not represent the only model for viable programs in urban and ethnic studies at Columbia. Indeed, one major hope is that these proposals, once studied, will generate the university-wide discussion needed to produce the kind of consensus-building and decision-making required to effect far-reaching change. Thus, the recommendations are advisory in nature and are intended to serve as catalysts, not as prescriptions for change.

The recommendations have not been placed in an order of priority; rather, they are arranged in a general chronological order for their implementation. Consequently, they build upon each other, thereby charting a direction for change that allows for a visible, yet financially feasible, start, with a steady progression toward the ideal. A proposal for phased implementation has been included, along with a time schedule and a model for a suggested organizational structure of the end product. (See pp. 204-9, below.)

Although the recommendations are couched in terms applicable to the specific milieu of Columbia University, they apply more broadly to all institutions of higher learning centered in, or surrounded by, inner cities and affected by the problems presently generated by city living and by racial conflicts. The proposals provide for balance in the relationships among teaching, research, and service; between the university and the community; among faculty, students, and administrators; among the many sections of the university; and between urban and ethnic studies themselves.

RECOMMENDATION 1:
COMMITMENT TO GOAL

No new direction can or should be taken by any institution without a pervading institutional conviction regarding the need for change and the propriety of the goals. The preceding chapters have attempted to document evidence of the contemporary imperatives for change. These imperatives must be felt and adopted, however, not only by the university's central administration, but also by a substantial majority of the university's constituencies. Although student confrontations with administrations at many universities have triggered reflex reactions that have resulted in the establishment of programs in urban and/or ethnic studies, the resultant administrative response to such political pressure is usually addressed to the solution of immediate problems. In the end, longer-range problems are sometimes created and the long-range perspective so necessary for their solution is overlooked or ignored.

One prerequisite for effective and lasting innovation is a university-wide commitment to articulated goals. It is therefore recommended that Columbia University visibly and forcefully commit itself to new goals and priorities in the emergent fields of urban and ethnic studies, with special attention to Afro-American Studies. A carefully designed, well articulated, and widely disseminated policy statement regarding the university's role in relation to national problems and priorities must precede any attempt to create quality teaching and research programs in these fields and to develop a responsible and responsive relationship with the community.

Recognition that university-wide concensus is an important component of any articulated intention to chart new directions in no way detracts from the central administration's responsibility for the initiation of such a statement. Indeed, a statement of administrative intent will provide the clarity of directional purpose necessary to the efforts of the rest of the university. Further, the importance of curricular innovations in urban and ethnic studies warrants the articulation of such a policy.

RECOMMENDATION 2:
AFRO-AMERICAN STUDIES

Until recently, the study of Afro-American culture was only rarely included in the university curriculum. This has been true of Columbia University, despite its position as a major center of learning and its proximity to the nation's largest black community. Afro-American Studies, although primarily oriented toward the United States, also embraces other areas of the world where peoples of African descent have developed unique cultural traditions, such as Africa, Latin America, and the Caribbean. Those who see Afro-American Studies as limited to the exploration of "soul music" or "revolutionary movements" are ignoring the seriousness of academic purpose felt by prospective students, the existence and availability of curricular materials, and the potential for scholarly research in the field.

This wealth of material cannot be adequately utilized by simply incorporating Afro-American materials into existing courses or by introducing a scattering of new courses labeled "black" or "Afro-American." Although there are now courses and programs in the Columbia University curriculum that include elements of Afro-American history and culture, a program that encompasses the several pertinent disciplines and subject-matter areas is indispensable to an understanding of the position of the black man in the United States and of the ties that unite black people in various parts of the world.

There is also a widely accepted moral imperative for Afro-American Studies. Many universities currently coordinating existing and new courses to form comprehensive academic programs have recognized that this new subject-matter area will provide a much-needed opportunity to reassess not only African and Afro-American society, but the composite American society as well. There appears to be widespread concern among educators and students alike that all Americans need understand the damaging effects of racial prejudice and the distortions that it has imposed on the character and culture of both black and white Americans.

To charge, as some educators have done, that black students are only motivated by a desire to develop a sense of pride and identify is to minimize the humanistic concerns that underlie their demands. A far more important black student consideration is the sense of commitment to the black community, a commitment that they want to see incorporated into programs that will provide the knowledge and skills to liberate the black community from the effects of racism, poverty, and educational disadvantage. Such a program would not only emphasize significant aspects of the black experience, but also lead to the discovery of solutions to such problems as housing, welfare, employment, and education of minorities. For these reasons, an extensive program of Afro-American Studies is not only academically sound, but morally and socially imperative.

From the survey of the programs of other universities and from events recorded in the press, new courses and programs that treat the culture and problems of American minority groups are foremost among other and related student demands. Those that focus on black or Afro-American Studies are priority concerns of all students and have stimulated considerable national interest. Most black students feel that only a comprehensive and coordinated program of study can effectively deal with the complexities of minority-group cultures.

Consequently, many institutions of higher learning are increasingly recognizing their responsibility to provide new and balanced instruction and research in fields associated with the broad rubric of Black Studies. Columbia University has a special obligation, by virtue of its location and its position of national prominence to establish a comprehensive program of ethnic studies, commencing with graduate and undergraduate courses and programs in Afro-American Studies.

Undergraduate Programs and Courses in Afro-American Studies

An All-University Undergraduate Major

Although there are four undergraduate schools at Columbia, financial constraints, limited numbers of available faculty, and current attempts to minimize existing university duplications of offerings and efforts, all dictate the establishment of one undergraduate program in Afro-American Studies to serve Columbia College, Barnard College, the Engineering School, and the School of General Studies. An interdepartmental, interdisciplinary undergraduate major appears to be the form adopted for Afro-American Studies in most American universities. At Columbia, this major should be interschool as well.

The undergraduate major should also be cross-cultural in nature. The existence at Columbia of the African and Latin American Institutes means that the foundations for a Black Studies program have already been laid. Once Afro-American Studies have been established, a student will be able to pursue the relationships among the African, Carribean, and North and South American experiences. For some students, the undergraduate major will be preparatory to graduate work in urban studies, or in other disciplines or professional fields; for others, it may represent terminal education and should be designed to prepare them for employment.

In the case of Black Studies, in particular, the point has been made that the large-scale effort needed to resolve our current racial crisis will require workers sensitive to the history and character of the black community. Consequently, the importance of an intellectual awareness of the culture, history, and problems of minority groups to the preparation of students for any profession that touches on the complexities of poverty, interracial conflict, and the quality of life in urban areas should be emphasized in the establishment of degree programs in ethnic studies.

A Survey Course in Afro-American Studies

Further recommended is the development of a university-wide undergraduate survey course (or courses) in Afro-American Studies. Such a course should be interdisciplinary and cross-cultural in nature, treating the subject from historical, sociological, political, and economic perspectives. Since all students will not want to major in Black Studies, as many students as possible should be given the opportunity to learn about the "black experience." Such knowledge will become increasingly important as today's students become leaders, voters, and decision-makers in a world rendered institutionally and technologically more complex.

Graduate Programs

A graduate program in Afro-American Studies at Columbia should be developed first at the masters level, then at the doctoral level. In addition, a five-year program leading to a combined bachelor's and master's degree is recommended. There is a great need at this point in time for the preparation of teaching and research personnel for all educational levels; thus, emphasis should be placed on the preparation of graduate students to assume these roles. At the same time, pertinent courses should be made available to students enrolled in Columbia professional schools who are interested in careers in action-oriented organizations and agencies.

There appears to be substantial support among Columbia students and faculty for the development of a university program in Afro-American or Black Studies. In the faculty survey, 65 per cent of those responding would encourage creation of a graduate program; over half (52 per cent) would encourage an undergraduate major. Student groups interviewed for this report supported both undergraduate majors and graduate programs in Afro-American Studies. The survey of the Puerto Rican community pointed out the need to develop skills among students and faculty for functioning well in both professional and personal ways in Puerto Rican communities. Similar views were given by black leaders interviewed in Harlem.

A Department of Afro-American Studies

The Afro-American Studies program described above should be structured as a department encompassing both the graduate and undergraduate programs. Only in this way would it have sufficient resources and breadth of scope to attract leading scholars and specialists in Afro-American affairs. The Department of Afro-American Studies, like other departments of Columbia, would initiate courses and employ faculty. The precedent at Columbia of appointments to more than one department will facilitate the use of existing faculty and courses and render interfaculty, interschool cooperation more beneficial to student needs.

RECOMMENDATION 3:
AMERICAN INTERCULTURAL STUDIES

A growing number of the newly constructed academic programs dealing with the problems and concerns of minority-group members are focusing attention on a wide range of societally designated minority groups. Several universities are developing ethnic studies programs that include systematic attention to cultural contributions and contemporary experiences of Puerto

Ricans, Mexican Americans, American Indians, and people of Asian origin, as well as Afro-Americans. Quite naturally, the majority of such programs are to be found in institutions proximal to those geographic areas where substantial numbers of one or more such ethnic groups are located. Thus, colleges and universities in California, New York City, Hawaii, and New Mexico are in the process of developing ethnic studies or American cultures programs. Increasingly, the myth of the "melting pot" is being exploded. Consequently, relationships among the various and varied societally designated minority groups in America, along with the historical pertinence to each of the existence of a dominant white majority, warrants serious academic inquiry.

The establishment at Columbia of a graduate program in, and a department of, American Intercultural Studies is therefore recommended. This department would provide for an interdisciplinary approach to the study of ethnicity and race relations and possibly to the development of ways that diverse cultures and people can learn to live together. Among the most ominous problems facing American society today are those that deal with race. Many Columbia students wish to major or concentrate in the specialized fields of knowledge that comprise Afro-American Studies, and programs to accommodate their interests have already been proposed. Other students, however, are interested in ethnic studies more from the point of view of how different races can live, learn, and work together in a creative, productive, and harmonious way. For these students, an interdisciplinary graduate program, largely in the behavioral sciences but with emphasis on both urban and ethnic studies, is recommended.

Among present courses at Columbia that could be brought together to form the base for a graduate degree in American Intercultural Studies are "Intergroup Relations," "Conflict Resolution," "Workshop on Action and Interaction," "Psychology of Prejudice," and "Social Structure of the Urban Community." In addition, the other courses dealing with the cultural foundations of urban life, with civil rights and education, and with interfamilial, intercultural, interclass, and interracial communication could be developed to supplement the present course offerings. Courses concerned with the study of ethnicity from a historical and comparative perspective, its effect upon the development of American society, its benefits, and its related problems should also be offered in this department. Research opportunities would be plentiful, as would field work at both the grass-roots and the policy-making level.

RECOMMENDATION 4: OTHER ETHNIC STUDIES PROGRAM COMPONENTS

A Survey Course in Puerto Rican Studies

The development of an all-university undergraduate course (or courses) with an interdisciplinary approach to Puerto Rican history and culture should be given urgent priority. Such a course focused on the group experience in the United States can, along with pertinent offerings from the Latin American Institute, provide the foundation for creation of a Puerto Rican Studies program.

Future Ethnic Studies Departments

Other departments concerned with ethnic studies should be created as the demand or need for them develops. Among those that should be considered for establishment in the near future would be the aforementioned Department for Puerto Rican or Hispanic American Studies. Persons of Puerto Rican descent in the New York area suffer in many ways, as do members of the black population, from the results of racism, poverty, and educational disadvantage.

An understanding of the Puerto Rican cultural heritage, language, and history represents a valid program of study for university students. By extending academic inquiry to other North Americans of Latin descent, e.g., Cubans and Mexican Americans, a broader-based program becomes possible. Considerations of the black populations of Brazil, Haiti, and elsewhere bring the Hispanic and black academic programs into a contiguity of interest analogous to the problems that such groups have faced in the United States.

RECOMMENDATION 5: A CULTURAL CENTER FOR ETHNIC STUDIES

In recognition that Afro-American or other ethnic studies involve a considerable amount of self-direction in learning, the establishment of a Cultural Center, to be organized and directed by students themselves, is recommended. Provisions for art displays, special programs, music, reading, and seminar and meeting rooms would be necessary. The center would give students the opportunity to structure educational and social programs among themselves and with invited guests from outside the university. Special gathering places for students with special interests are not new to college campuses. At Columbia, groups with professional or departmental identity gather for "bull" sessions or to read or for meetings on a wide range of topics.

RECOMMENDATION 6: URBAN STUDIES

The almost overwhelming complexity and the attendant problems of urban living have not as yet been addressed in a coherent, disciplined framework. Public and private institutions, both national and local, have focused on particular aspects of the whole, but their priorities and interests often conflict, and the results have been far from satisfactory. New urgency and the magnitude of the problems has so far defied both description and prescription, except in a few isolated instances. Cities, in effect, have been caught off guard; too many crises have erupted too fast on too many fronts; and traditional bureaucratic thinking and methods are not equal to them. Every institution in American society is struggling, somewhat uncertainly, to reassess its own role in the effort to respond to these crises.

A key element in the reassessment is the search for a unified approach that can both view and treat urban problems in a coherent, meaningful manner—and it is to this search that universities can make their most significant contributions. By instituting urban studies programs that bring together relevant knowledge in a problem-oriented, interdisciplinary framework, they can more effectively use the universities' resources to meet some of the most pressing needs of society and to provide future urbanists with a solid grounding in urban affairs and a comprehensive overview of the issues that they will be called upon to face.

There are already many courses related to urban studies in the many schools and departments at Columbia, but these courses are not now available to students in any systematic or sequential pattern. What is needed is a formal commitment to establish a university-wide, comprehensive program that will bring together the existing courses, create new ones, provide relevant practical experience, and concentrate its teaching, research, and community projects in a central place. As one of the major urban universities in the country, with New York City at its doorstep, Columbia University is in an ideal position to construct quality academic programs in urban studies.

Undergraduate Programs and Courses in Urban Studies

An All-University Undergraduate Major

The establishment of one undergraduate major for students at Barnard, Columbia College, the Engineering School, and the School of General Studies is recommended. Again, this recommendation is predicated upon the belief that such amalgamation will facilitate a more maximal return on the least minimal investment of financial, spatial, and faculty resources. The coordination of existing courses with the creation of new ones and the necessary administration links could result in a program that would meet the needs of students preparing either for immediate employment or for graduate work. A five-year program leading to a combined bachelor's and master's degree in urban studies is also recommended.

A Survey Course (or Courses) in Urban Studies

Approaching the urban scene from the historical, economic, social, and scientific point of view, this course (or courses) would be designed to expose all nonmajoring students to an understanding of the evolution, challenges, and special features of urban living. In addition, such a course could serve as an introduction to the problems and alternative courses of action leading to their solution for students planning to major in urban studies.

Graduate Programs in Urban Studies

The creation at Columbia of graduate programs in urban studies is recommended, first at the doctoral level. These progams would be largely professional in character, but would provide for students with teaching and research interest as well. The graduate program would have interlocking, yet separate, subprograms in the behavioral, policy, and management sciences, as well as in the natural and engineering or technical sciences. These classifications are suggested as stepping stones or balances between narrow disciplines, on the one hand, and the wide subject-matter field of urban affairs, on the other.

The *behavioral science* specialty would direct the integrated knowledge of sociology, political science, psychology, anthropology, and economics to the human concerns of cities and their interrelationships with physical concerns. *Policy sciences* would combine quantitative methods, operations research planning, and the professions of governmental or agency decision-making on urban or regional matters. *Management sciences* would bring together subject-matter areas of public administration and financial and personnel management and afford the broad knowledge of substantive areas needed to administer urban-oriented programs at the community, city, state, and national level.

A Department of Urban Studies

The graduate and undergraduate programs in urban studies should be organized administratively into one department. Given sufficient resources and scope, such a department will be enabled to attract leading urban specialists to Columbia, as well as to secure the interest and allegiance of present Columbia scholars. A department would have the power to initiate new courses, prune existing ones, appoint new faculty, and provide the linkages with other Columbia divisions necessary to assure maximal flexibility for students.

Columbia faculty members and students expressed a large amount of support for both undergraduate majors and graduate programs in urban studies. Over half of the faculty responding to the survey encouraged the creation of an undergraduate major, and over two-thirds recommended graduate programs in this area. There was equivalent interest in effecting the interdisciplinary linkages necessary for viable programs in urban studies. A high proportion of the faculty saw their disciplines or fields as relevant to urban or ethnic studies, from 48 per cent in Arts and Sciences to 92 per cent in Teachers College. The employers contacted were heavily in support of academic preparation in urban affairs and stressed the essential linkages between existing academic departments needed to produce students with the scope required to work on prevailing complex and comprehensive problems.

RECOMMENDATION 7: RECTIFICATION OF EXISTING COURSES

In addition to developing new courses and programs in urban and ethnic studies, existing courses related to these fields must be modified to include relevant, significant urban and ethnic material. All pertinent courses, whether offered in Departments of Urban or Ethnic Studies or elsewhere should be organized so that majoring and nonmajoring students are constantly made aware of the ways in which the totality of knowledge impacts upon urban and ethnic studies. For example, an introductory course in economics might devote a session of the syllabus to urban economics; whereas an American history course could deal with the contributions of the Black American to the growth and development of the United States, as well as with the impact of American history on the black man himself. Thus, it is recommended that faculty members in other departments and schools evaluate their syllabi with the intent of developing new courses or altering existing ones, where appropriate, in order to incorporate related urban or ethnic subjects.

RECOMMENDATION 8: MULTIPLE OPTIONS FOR STUDENTS

Considerable flexiblity is essential for both graduate and undergraduate students in planning their courses of study in any field. Since urban and ethnic matters affect human beings in such a variety of ways, multiple approaches to academic programs should be provided. Students wishing to major in a traditional discipline should be able to minor in urban or ethnic studies. The same should be true in reverse. Multiple options should exist, as well, between the various professional schools and the Departments of Urban or Ethnic Studies. Furthermore, students should be able to shift academic gears without losing too much credit. Therefore, as much flexibility as possible is recommended in the development of Departments of Urban or Ethnic Studies so that students are freed from the rigidity often associated with more traditional departments.

RECOMMENDATION 9: FIELD WORK AND EXPERIENTIAL LEARNING

A direct awareness of the "gut" problems of poverty and discrimination becomes possible primarily through emotional immersion; in addition, appreciation and understanding of the important contributions of many disciplines and professions can be best gained in the context of real-life, relevant situations. These activities must avoid the deficiencies of past programs, where students have not only been divorced from adequate academic supervision, but where faculty, student, employer, and community have not interacted concertedly in the planning, supervision, or implementation of the program.

Experiential learning can include community service, volunteer activities, or paid employment in community-activity agencies, hospitals, prisons, recreation centers, schools, and government agencies. Intersession and summer periods may be used for these purposes, but work activities can also be built into regular course work, with or without credit. Such experiences will play an important role in the student's educational growth, particularly in urban or ethnic studies, where inductive learning methods add an essential ingredient to traditional academic approaches. Two special programs are detailed below. To be intellectually rigorous, these programs must be academically well structured and carefully supervised. They must, furthermore, provide for joint faculty, student, employer, and community participation in the planning, supervision, and implementation of the program.

Provisions for field work and other forms of experiential learning are strongly supported by many groups contacted during the project study. Over 80 per cent of the Columbia faculty responding to the survey favored combining class work with research and service activities; 62 per cent would give credit to students for supervised work-service in action programs. The student survey disclosed broad interest in university-sponsored opportunities for undergraduate and professional school students to participate in community service or other field work programs. There was a manifest desire to acquire and utilize skills in policy research while assisting the community and to be able to apply university training to basic social change. Prospective employers emphasized the need for experiential kinds of learning for both undergraduate and graduate students aspiring to professional positions dealing with urban or minority affairs.

The black and Puerto Rican communities strongly endorsed more field work and the cooperative planning and execution of field work activities. Many residents indicated a willingness to assist in the training of students planning to enter public service and, in fact, felt this to be essential if the training of students were to be broadened to include knowledge of the philosophy, objectives, and activities of community action programs. It is therefore recommended that field work opportunities and other off-campus learning be created and integrated into curricula for urban and ethnic studies.

A Collegium of the City

One such program, whose conceptual content leads to the name "a Collegium of the City," is recommended for selected students majoring in urban and ethnic studies. The Collegium, which would be located in the community, would become a mechanism by which students and faculty could engage in interdisciplinary studies and activities related to the surrounding urban environment and would provide for both conceptual and experiential learning. Students, junior faculty members, and ideally one or more members of the senior faculty would maintain residence at the site of the Collegium.

Faculty would be appointed to the Collegium for a one- or two-year period and would be drawn from all parts of the university, but particularly from the Departments of Urban and Ethnic Studies. The faculty of the Collegium should comprise generalists and specialists in various areas of both urban and ethnic studies, as well as visiting or adjunct faculty with practical experience in aspects of community action or government agencies, including members of the local community.

These appointments as Collegium Fellows would give faculty members an opportunity to extend their scholarly interests in interdisciplinary urban and ethnic affairs in order to develop new insights and teaching skills. In addition, the experience would provide the opportunity to produce publications on research and other studies of value to the subject-matter field. It is anticipated that faculty members who participate in the Collegium would return to their departments with a new perspective and broadened knowledge about urban affairs that can serve as a basis for the further development of departmental expertise in this area.

A committee composed of students, faculty, administrators, and community people would be established to plan the program, admit students, and administer the Collegium. One Collegium faculty member would serve as coordinator of the field work program, and the entire faculty would effect liaison with the agencies involved.

The Collegium program should be viewed as experimental, self-initiating, flexible, and continually evolving. Faculty, students, and community members would participate jointly in all phases of the planning and administration of the program. They would, for example, shape the substantive character and content of the Collegium, as well as determine the principal issues and subject areas that would serve as the topics for seminars, colloquia, readings, and papers. Students would engage in community programs at both policy-making and implementation levels.

In the first year of the program's operation, twenty to twenty-five students might be admitted. Initial planning, in which they would participate and for which they might be given credit, could begin in June. Students would probably be juniors or seniors choosing the new major in urban or ethnic studies. If a five-year program leading to a Bachelor of Arts and a Master of Arts degree were introduced, Collegium participants would possibly be seniors or fifth-year students. Initially, the Collegium faculty would be composed of three or four junior fellows, three or four senior fellows, and three or four persons affiliated with community or government agencies or in other related nonuniversity positions. Each successive year of the program would see an increase in the number of student and faculty participants until a desirable ceiling was attained.

As was noted in the survey of student opinion, students believe that some of the most important aspects of their learning experiences will result from new kinds of interactions between students and faculty, student and student, and student and community, in which ideas are formulated and courses of action are tested and evaluated. The Collegium of the City can create just such an environment. In addition to providing technical assistance to the community, the Collegium of the City would provide interested students with an intensive opportunity to test themselves and their theoretical knowledge in the "real" urban world and to acquire preprofessional knowledge and skills; e.g., determining needs and collecting reliable information, learning the elements of program development, discovering how resources are allocated and goals are formulated in social policy, observing the interdisciplinary implications of urban problems, determining when and how to use specialists in solving problems, and learning how an individual can produce social change.

An Academic Travel Plan

In addition to university-community organized field work opportunities in the proximal community, students in Urban or Ethnic Studies Departments might also spend an extended period of time—intersession, summer semester, or an entire year—in educationally structured and supervised travel study. These might include, for ethnic studies, study and/or work at an institution of higher education in Africa, the Caribbean, or Brazil. A like program of independent study might also be carried out under the sponsorship of another American college or university, perhaps in the rural South or in an urban environment. The possibility of properly supervised exchange programs, with emphasis on independent research, should be considered as well. A committee of students, faculty, administrators, and nonuniversity specialists could plan and administer these programs.

RECOMMENDATION 10: AN URBAN AND ETHNIC AFFAIRS LIBRARY

The present dispersion of reference material on urban and ethnic affairs, by discipline and profession, reinforces the fragmentation of information in these fields. As a result, the student who wishes to develop the broader understanding that these subjects require must search for them in a variety of locations. It is absolutely critical, therefore, if recommendations for academic programs in urban and ethnic studies are adopted, that a library consistent with the needs of these departments be established.

Although the library would be designed primarily for students in urban and ethnic studies, the fact that community problems are being studied by its residents and agencies and that they will increasingly be studied jointly by the community and the university dictates that arrangements must be made to open the resources of this library to persons in both groups. The core of the collection could be created either by consolidating materials currently in other Columbia University libraries and The Urban Center or by new acquisitions.

RECOMMENDATION 11: A UNIVERSITY-WIDE COUNCIL ON URBAN AND ETHNIC AFFAIRS

Composed of deans, department chairmen, faculty, and students from all divisions of the university, such a council could serve as a stimulus for the new academic programs and could also be a mechanism for effecting interdepartmental and interdivisional programs of mutual interest to two or more divisions. The existence of a university-wide council would ensure that urban and ethnic affairs occupy a continuingly prominent position in thinking and action on all levels of the university, that assistance is given to all appropriate departments and schools in building strong urban and ethnic studies segments into their own academic programs, and that the planning of all departments and schools is integrated with the decisions of the proposed Departments of Urban and Ethnic Studies.

RECOMMENDATION 12: AN ETHNIC AND URBAN RESEARCH, INFORMATION, AND COMMUNITY CENTER

A coordinating and service arm to the community, not only for the Departments of Urban and Ethnic Studies and the Collegium, but for the entire university in its total relationship with the community, is essential. An Ethnic and Urban Research, Information, and Community Center (EURICC) would provide an all-university clearinghouse for joint Columbia-community activities to work in collaboration with other departments and schools in all areas of community endeavor. Its planning and administration would be the joint responsibility of faculty, students, administrators, neighborhood residents, and community groups.

The urgent need for such a mechanism is underscored in the views of many who are concerned, in one way or another, with the relationship between university and community. Of the faculty responding to the survey, 57 per cent believed that there are new service or action programs that Columbia should undertake. Of this group, 37 per cent would themselves like to engage in research projects dealing with urban or minority affairs. A university program for training disadvantaged community residents in paraprofessional skills would be encouraged by 52 per cent; while 54 per cent feel that more cooperative arrangements should be developed between Columbia and the New York City Government or nongovernment groups.

Columbia students expressed their desire for greater student and community participation in the formulation of policies that affect the university and the community, as well as in the planning of cooperative projects. They also recommended that the university provide information and expertise to the community in order to help it reach its own goals in its own way. Employers of urban or ethnic studies professionals stated their belief that channels of interaction and coordination should be opened much more widely between the university and the city and community organizations.

The black and Puerto Rican communities look to the university for: (1) help in dealing with such common problems as crime, health, welfare, housing, and drug addiction; (2) paraprofessional training and basic education; (3) precollege counseling of minority youth and recruitment and admission of more minority students; (4) financial aid for such students; and (5) services such as an information resource and referral center for community residents and groups. Community people wish to be involved on policy and advisory committees that affect their community. They consider an education in the history, culture, and institutions of the black and Puerto Rican communities of primary importance for students or faculty members who interact with the community. They attach great importance to improving communications between the university and the community.

The principal responsibilities of EURICC would be:

(1) *To establish a community-university planning committee* composed of faculty, students, and community residents. The committee would plan community-related activities throughout the university and provide for community participation in planning, implementation, and evaluation of programs.

In the surveys of the black and Puerto Rican communities, it was noted that too often the planning of university work in the community has been a unilateral affair; despite good intentions, the projects have appeared to be patronizing and paternalistic. It was also felt that the projects in these communities seemed designed primarily to meet the needs of the university.

A planning committee would ensure that the community and the university jointly determine those directions and goals that would be of greatest benefit to both. Since community opinion, like that of the university, is fragmented, agreement on approaches may be difficult to achieve. Nevertheless, collaboration between Columbia and its community is critical to the success of all efforts in this aspect of the program.

(2) *To create a data bank and information service* for both university and community residents. In addition to providing a source of information in urban and ethnic affairs, this service would:

> establish a referral center to simplify channels of communication for community people seeking information about services available from the university or elsewhere;
>
> publish a journal to disseminate information concerning research studies, community service, and teaching programs for the growing population of students in urban and ethnic affairs; and
>
> provide a specialized student counseling and information service as a resource for students throughout the university who are interested in courses or field work in urban or ethnic studies.

(3) *To arrange and coordinate field work projects,* including volunteer activities, projects undertaken for academic credit, part-time or full-time

employment in community and government agencies, and research efforts that affect the community. One recurring community complaint had to do with the negative way that college students affect community residents. In many cases, there was found to be a lack of continuity of student efforts in the community as a result of the way in which field work is set up by the university.

Coordination of the various aspects of field work activity would promote effective utilization of the university's resources and harness a concerted attack on the problems of the community. Coordination of research projects would enable the appropriate agencies to speed up implementation of the findings and recommendations of researchers and reduce the gap that now exists between theory and practice. EURICC would also establish and administer appropriate training programs to prepare students for community service or action projects.

(4) *To establish a means by which interested students and faculty can provide technical assistance* to the community in the form of professional consultation.

(5) *To serve as the community extension arm* of the university, by sponsoring meetings on topics of special interest and need to the community, conducting summer seminars, developing programs for paraprofessional training, and offering special assistance such as high school equivalency programs, adult leadership courses, and courses in increasing communications skills. In addition, the extension arm would provide services directly to the community, such as establishing a placement office for paraprofessional and other graduates of extension programs.

(6) *To assume the role of a two-way "ombudsman"* or mediator between the community and the university. EURICC can serve this function in misunderstandings or specific disputes between community residents, on the one hand, and the university, government, or private agencies, on the other. This involvement would range from supplying information for the parties concerned to indicating methods of resolving specific conflicts.

(7) *To establish a Speakers Bureau,* which would provide speakers from the campus on subjects requested by the community and speakers from the community on subjects of interest to the university. The Speakers Bureau would also coordinate and schedule programs of visiting lecturers to the university in urban or ethnic affairs to help meet the diverse needs and interests of various departments, schools, committees, or community groups.

(8) *To establish an intrauniversity development program* that would:

> administer a plan for time off to enable faculty members to introduce urban or ethnic emphases into existing courses or to create new courses in these fields;
>
> administer urban or ethnic postdoctoral fellowships for study or travel related to urban or ethnic affairs;
>
> establish interdisciplinary faculty colloquia or seminars on a regular basis; and

administer student internship programs and faculty and student exchange programs with other universities in the United States or abroad.

RECOMMENDATION 13:
A SCHOOL OF NATIONAL STUDIES

Given the extensive fragmentation of interrelated subject matter at Columbia and the accompanying and inevitable pressures toward specialization, compounded by a structure of independent departmental units, it is difficult for the student to undertake an interdepartmental, interprofessional course of study. Given, further, the very nature of urban and ethnic problems—their complexity and their multidisciplinary character—it becomes evident that new institutional structures are necessary to prepare students properly for teaching, research, or other concerns in these fields. The creation of a new school at Columbia is therefore recommended, organized around the subject-matter fields of national concern—urban and ethnic studies—and possibly called the School of National Studies. The school would be part of the Columbia Corporation and, through EURICC and the University-wide Council, would serve the entire university and the community.

The proposal to combine urban and ethnic studies under one "umbrella" in a School of National Studies is based on three factors:

(1) *The Contemporary Setting.* The crisis of the city and the black-white confrontation are presently the two most critical issues on the American domestic scene. They are likely to remain concerns of highest priority for decades to come. In approaching the complex problems of race, poverty, and urban blight, individuals and institutions searching for ways in which they can be resolved are forced to recognize that the problems of interracial conflict and of the city are inextricably interwoven. Frequently, in fact, the term "urban crisis" becomes a euphemism for "racial crisis." Finding solutions to the urgent problems in one area often depends upon a knowledge of the other.

(2) *Structural Rationale.* A school, unlike an interdisciplinary program, has its own funds, its own faculty, and its own faculty loyalty and gives degrees, has greater visibility and prestige, and is able to attract leading faculty and talented students. A school is preferred to a department, since it can more easily organize across disciplinary lines, reduce overlap and duplication, and more effectively initiate and develop relationships with other units of the university. It can provide acceptable access to students in other Columbia professional schools, such as Business, Law, Journalism, or Social Work, who want to emphasize urban or ethnic affairs in their studies. A school is preferred to an institute or a center, since a school has its own faculty, provides students with a home base, and can offer an instructional, as well as a research and service, program.

(3) *Adaptability.* The title "School of National Studies" is suggested in the belief that the university will wish to undertake programs concerned with

new domestic priorities as they emerge in the future. Consequently, the school could be organized to accommodate future national concerns, and the resulting changes in program and priorities should be anticipated in the plans for the school.

Description of the School

The School of National Studies is conceived as a new and separate administrative entity within the Columbia University community of schools and colleges. As such, the school would occupy the same relationship to the Columbia Board of Trustees as do other members of the Columbia Corporation, including representation on the University Senate. The school would offer to the Columbia student body both undergraduate and graduate courses and programs in urban and ethnic studies.

In response to demands for flexibility of program and in an attempt to meet individual student needs, the school would provide a variety of ways in which the student could pursue his interest in these subject-matter fields. Possibilities for undergraduates might include a major concentration, a minor concentration, a double major, or merely a few electives. Many models for majors in either of the two fields are possible. Thus, those presented in this section are intended as points of departure for further deliberation. As stipulated in the recommendations, students, faculty, and community members would be called upon to develop a final set of specifications.

The School of National Studies will not offer a complete four-year undergraduate program, i.e., it will not duplicate existing undergraduate courses in subjects not directly pertinent to urban or ethnic studies. Thus, undergraduate students will not be directly admitted to the School of National Studies. Undergraduates will continue to matriculate into Columbia College, Barnard College, the Engineering School, or the School of General Studies to meet their basic undergraduate requirements in areas such as science, mathematics, and English. It is recommended, however, that the present curriculum in each of these undergraduate divisions be studied, with an eye to the construction or substitution of courses more pertinent than some that are now required. (For example, American Urban History might be substituted for the American History requirement.)

After two years of liberal arts or general education, the Columbia undergraduate may opt for a major or concentration in urban or ethnic studies. At this point, he would apply for joint admission to the School of National Studies. This is not to say that undergraduates could not take courses offered by the school during their underclassmen years, nor does it mean that students who wish merely a course or two in either urban or ethnic studies would be obliged to register in the school in order to take advantage of its offerings. Admission to the school, however, would be for those students desiring to major in its specialized subject-matter fields.

For some students, the undergraduate programs in both Afro-American and urban studies would be potentially terminal; thus, it is intended that the student who majors in one of these areas will be equipped upon graduation to accept employment and perform productively in federally or privately funded community agencies and programs at either the grass-roots, city, state, or national levels. The concept of the dual major, in which the student would combine his interest in urban or ethnic studies with either a discipline or a professional skill, would be one way of facilitating the necessary preparation.

The student's program of study in Afro-American Studies would be planned in consultation with a designated adviser. Students might also elect a geographic specialization: the United States, Africa, Latin America, or the Caribbean. Those specializing in Africa or Latin America might be required to acquire or submit proof of proficiency in French, Spanish, Portuguese, Arabic, or another language approved by the program adviser. In their selection of courses, students would be advised to emphasize one of the disciplines. Experiential learning opportunities would be built into the program requirements, and it is suggested that these be made mandatory. As stated previously, experiential learning experiences can include voluntary or paid employment in various agencies and would be developed and coordinated through EURICC. (For a list of recommended courses now available at Columbia and suggestions for additional courses for a major in Afro-American Studies, as well as a suggested model for an undergraduate major in urban studies, see pp. 317-27, below.)

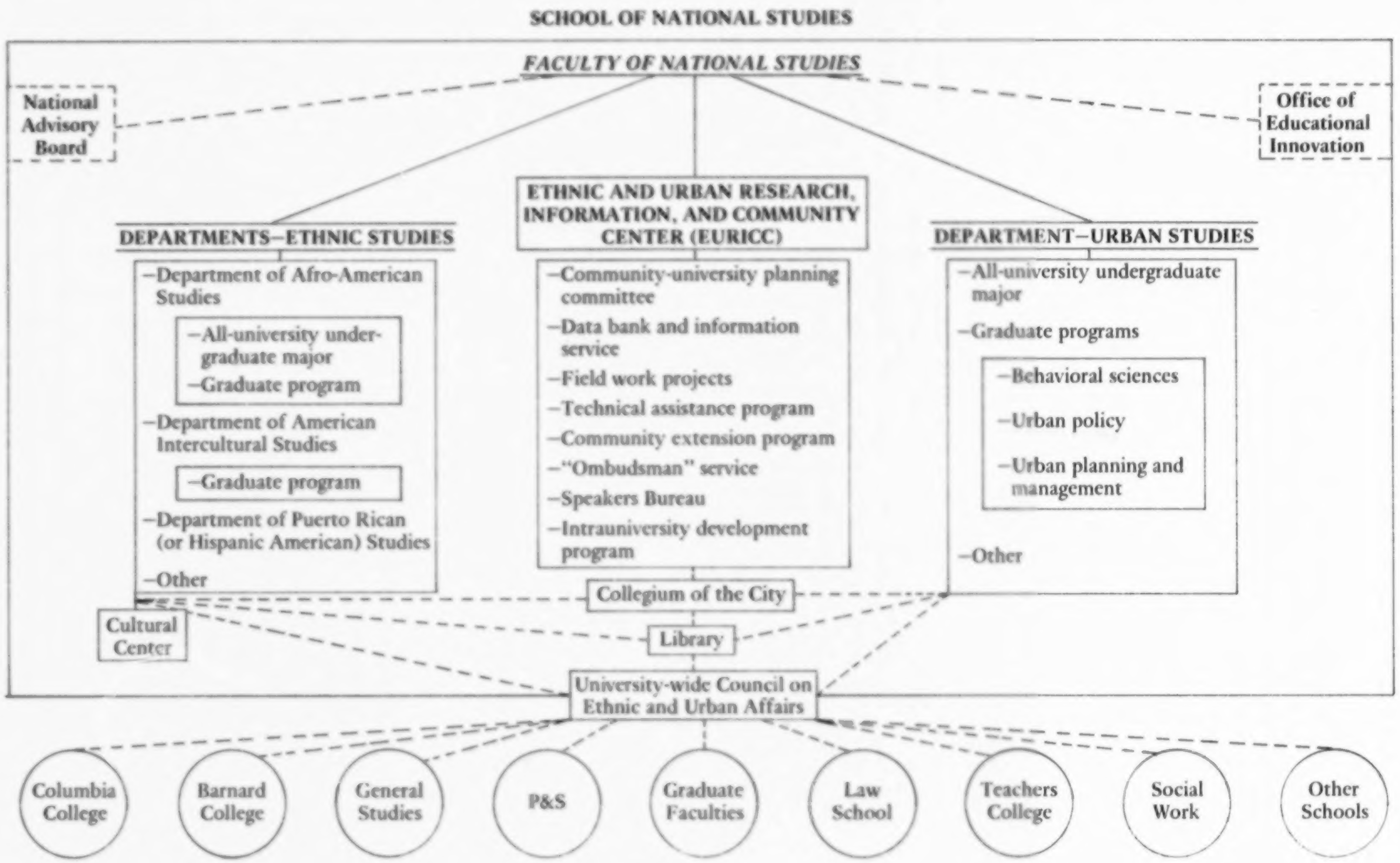
A major in Afro-American Studies might consist of thirty-two points, the core of which could be a required year-long interdisciplinary core course (such as Afro-American Civilizations). In addition, the student might select the remainder of his course requirements from an agreed-upon distribution of courses among various disciplines, with a primary emphasis on one of these disciplines. Such a distribution of course requirements might be modeled as follows:

Required Core Course	8
In anthropology, sociology, or psychology	3
In political science, history, or law	3
In business, economics, geography, or social policy	3
In art, history, literature, or music	3
In education, philosophy, or religion	3
In electives	9
	32

Figure 3 provides a graphic presentation of the School of National Studies, depicting its administrative components and its links to other Columbia University schools.

FIGURE 3

A Graphic Presentation of the School of National Studies


SCHOOL OF NATIONAL STUDIES
FACULTY OF NATIONAL STUDIES
National Advisory Board
Office of Educational Innovation
DEPARTMENTS—ETHNIC STUDIES
—Department of Afro-American Studies
—All-university undergraduate major
—Graduate program
—Department of American Intercultural Studies
—Graduate program
—Department of Puerto Rican (or Hispanic American) Studies
—Other
ETHNIC AND URBAN RESEARCH, INFORMATION, AND COMMUNITY CENTER (EURICC)
—Community-university planning committee
—Data bank and information service
—Field work projects
—Technical assistance program
—Community extension program
—"Ombudsman" service
—Speakers Bureau
—Intrauniversity development program
DEPARTMENT—URBAN STUDIES
—All-university undergraduate major
—Graduate programs
—Behavioral sciences
—Urban policy
—Urban planning and management
—Other
Collegium of the City
Cultural Center
Library
University-wide Council on Ethnic and Urban Affairs
Columbia College
Barnard College
General Studies
P&S
Graduate Faculties
Law School
Teachers College
Social Work
Other Schools

Implementation and Phasing

Faculty for the School

A Faculty of National Studies would be created to evaluate, set policy for, and coordinate the academic programs described in the preceding recommendations. A faculty could be organized immediately with the teaching and administrative staff of existing departments, who could in turn recruit needed additions.

New methods of faculty selection should be devised to assure that the School of National Studies can remain sensitive to the needs of its many constituencies. The pertinence of personality characteristics or the "right vibrations" to the success of a program should be taken into consideration. In addition, the nature of both urban and ethnic studies demands recognition of the fact that persons with experience in applied settings can contribute much of value to the classroom education of students in these subject-matter areas. In the case of Black Studies, the point has continually been made that a black faculty member by virtue of his personal experience can often add a significant dimension to his instructional capability.

A program of rotational assignments between faculty in the departments of the school and those in EURICC should be developed so that a melding of interests, experience, points of view, and skills is assured. Faculty exchanges with other universities and city agencies should also be explored. Such exchanges would enhance the experience of faculty members and would bring to the university the expertise of those persons directly engaged in related work.

Possible Nuclei for the School of National Studies

The following suggestions regarding ways in which the new school could start immediate operations are offered for consideration:

(1) The Division of Urban Studies and the Institute of Urban Environment from the School of Architecture could form the nucleus of the Department of Urban Studies. Although architecture has a great deal to contribute, it is only one field of relevant study. Urban studies is moving rapidly toward a concept of "total" planning, which means links are needed to many other fields, especially the behavioral and social sciences. For example, at New York University, the program is part of the School of Public Administration; at Hunter, it is part of the Division of Social Sciences.

(2) The Urban Center could become the nucleus for EURICC. That The Urban Center is already engaged in many of the functions proposed for EURICC makes it the most logical administrative entity at Columbia to implement this new and important mandate.

(3) The Development Division of the School of General Studies could become the extension arm of EURICC. This division represents an important

part of the university's present assistance to the community. Its effectiveness and that of EURICC will be enhanced by a joining of the two.

Office of Educational Innovation

As a new entity, the School of National Studies has an outstanding opportunity to experiment with content and learning approaches. To ensure that the spirit of lively questioning remains, it is recommended that an Office of Educational Innovation be created within the school. This office could serve as a built-in mechanism for experimentation with, and evaluation of, the programs and operations of the School of National Studies, including both its academic and community activities. The Office of Educational Innovation would serve as a channel for ideas and recommendations from faculty and students and would provide ways to involve them maximally in studies, analyses, experiments, and pilot projects that hold promise of improving the educational program of the School of National Studies. The entire effort of the school would be subject to continuous evaluation so that the highest quality, most efficient, relevant, and humanistic programs with potential for university-wide application can be developed.

Assuming a sound rationale, new courses recommended by students or faculty would be encouraged for experimental trial, after an effective syllabus, teaching methodology, and plan for evaluation have been developed. If they are later judged to be desirable, regular procedures for adoption of such courses by the school would apply. A process for periodic evaluation of existing courses would also be established.

Board of Visitors

To provide for the added ingredient of objectivity brought by outside experts, a Board of Visitors consisting of nationally prominent educators and leaders in fields related to urban and ethnic studies could be created. The board would initiate annual evaluations of the program and operations of the school and would recommend to the president of the university and the deans of the school new or altered directions, policies, programs, and operations. This means for an independent and objective evaluation will provide an important supplement to the internal studies conducted by the Office of Educational Innovation.

Phasing of the Recommendations

Participation by faculty, students, administration, and community members is assumed in the discussion and implementation of the foregoing recommendations. Recognition is given to the proposal by black students at Columbia for an Interim Board concerned with Black Studies. Consideration and implementation of the above or alternative recommendations for the establishment of urban and ethnic studies at Columbia may require the creation of a specially constructed task force to evaluate and initiate action on the proposals. It can be assumed that the university community will be looking to

The Urban Center, the University Senate, and the new president for leadership in organizing for innovation.

In recognition that all recommendations cannot be put into effect simultaneously, a four-year time frame for successive phases of implementation is set forth in Figure 4.

Funding

Although a new investment for the university is implicit in the nature of the recommendations presented above, some immediate financing becomes available by:

> utilizing the many already existing courses and faculty to form the initial substructure for undergraduate and graduate programs in urban and ethnic studies;
>
> subsuming The Urban Center under the School of National Studies as its community arm (EURICC), with the remaining funds of The Ford Foundation line of credit to be allocated to the school;
>
> transferring the Division of Urban Planning and the Institute of Urban Environment to become the nucleus of the Department of Urban Studies, along with their present appropriations and grants; and
>
> consolidating the urban and ethnic studies programs of the undergraduate colleges to eliminate duplication and overlap and using the resulting savings to meet other needs in these fields.

Besides these internal actions, it is reasonable to believe that foundations and private donors, as well as the government, will view these activities in higher education as deserving of strong support. Steps to raise funds for these purposes should be taken immediately.

Conclusions

This book analyzes a process for curricular change and presents the conclusions that emerge from that analysis. The first ten chapters deal with the process, and the recommendations presented in this last chapter are, in effect, the conclusions.

The Urban Center Curriculum Project was designed to recommend ways in which Columbia University could assume national leadership in the emergent fields of urban studies and ethnic studies. By juxtaposing the opinions of Columbia faculty, students, and neighbors with the experiences of other universities and with the historical development of curricular and organizational patterns at Columbia itself, the authors concluded that the establishment

FIGURE 4

Program Phasing for the School of National Studies

Program	First Year		Second Year		Third Year	Fourth Year	Fifth Year
	First Semester	Second Semester	First Semester	Second Semester			
ACADEMIC							
One all-college undergraduate major in Afro-American Studies	Announce; plan; recruit faculty	Begin course work in major for 35 juniors (5 courses)	Admit 35 new juniors; introduce 3 more courses		Open to 50 juniors; introduce 3 more courses	Open to new juniors	Unlimited enrollment
Course in Afro-American Studies for nonmajors	Plan; recruit faculty	Introduce					
Survey course in Puerto Rican Studies	Develop		Introduce				
Graduate program in Afro-American Studies	Announce; plan; recruit faculty		Admit 25 first-year graduate students		Admit 25 first-year graduate students	Admit 30 first-year graduate students	
Graduate program in Intercultural Studies				Admit 25 graduate students			
Department of Afro-American Studies	Implement						
Department of Intercultural Studies			Implement				
Cultural Center	Plan	Open					
One all-college undergraduate major in urban studies	Announce; plan; recruit faculty	Begin course work in major for 35 juniors (5 courses)	Admit 35 new juniors; introduce 3 more courses		Open to 50 new juniors; introduce 3 more courses		Unlimited enrollment
Survey course in urban studies for nonmajors	Plan; recruit faculty	Introduce					
Graduate program in urban studies	Announce; plan; recruit faculty		Admit 25 students				
Department of Urban Studies	Implement						
Library for urban and ethnic studies	Plan		Open				
Collegium of the City	Plan		Admit 20-25 students in June for September course work		Admit 50 students	Admit 100 students	
University-wide Council on urban and ethnic affairs	Initiate						
Faculty of National Studies		Create					

Program	First Year		Second Year		Third Year	Fourth Year	Fifth Year
	First Semester	Second Semester	First Semester	Second Semester			
COMMUNITY							
Ethnic and Urban Research, Information, and Community Center (EURICC)							
University-community joint planning committee	Plan; establish						
Technical assistance	Plan with community	Establish					
Data bank and information service	Plan with community and University-wide Council on urban and ethnic affairs						
Referral service	Plan with community	Establish					
Coordinate service, action, and research programs for community	Plan with University-wide Council and community		Implement				
Community extension program (adult instruction, sponsorship of meetings, etc.)		Plan with community	Begin				
Counseling and precollege preparation of high school students	Plan with community	Begin					
Paraprofessional training		Plan with community					
Ombudsman service		Plan with community	Introduce				
Speakers Bureau		Plan	Implement				
School of National Studies	Plan; appoint acting dean						
Office of Educational Innovation	Plan; open						
National Board of Visitors	Plan	Appoint	Meet semiannually		Meet semiannually		Meet semiannually
GENERAL							
Admission and support of "high risk" students	Plan with community and University-wide Council		Begin admitting students		Increase number of "high risk" students		

of a new school was one way to organize urban and ethnic affairs at Columbia. We do not maintain that there is only one way to deal with any problem. We do not maintain that our conclusions present a solution for all urban universities or even the only solution for Columbia. We do urge, however, that Columbia and all urban universities organize themselves to deal with the problems facing both higher education and the greater society. Our recommendations, presented in the form of a five-year plan with a stated goal, are submitted in the hope that they will help guide the actions of change agents who feel the inadequacies of our present educational and societal situation. We furthermore urge that consideration of our conclusions be undertaken with the full administrative recognition that inaction in itself constitutes decision-making.

When viewed in historical perspective, the curricular and organizational innovations presented in this chapter represent an evolutionary response—not a revolutionary response—to societal pressures, faculty-student interests, and domestic needs. In establishing a School of National Studies that would combine urban and ethnic studies, Columbia University would be adopting a comprehensive, innovative approach to the study of critical domestic issues. The recommendation for a new school is based upon the authors' study and analysis of various organizational patterns with special attention to the ways the problems of autonomy and control have been addressed at universities around the country. It is posited, therefore, that the establishment of a new school represents the most efficacious way for Columbia University to organize the study and transmission of knowledge related to urban and ethnic affairs. Such a school would effectively dramatize Columbia's commitment to the improvement of the quality of urban living and to the rectification of the historical and continuing injustices imposed upon America's ethnic minorities.

In addition, by drawing upon the international prominence and prestige that Columbia enjoys and by focusing upon fields of study crucial to the future of this country, a School of National Studies would serve as a model for other urban institutions of higher learning that are impelled by the passions of our time to chart new directions for the human uses of the university.

APPENDIXES TO CHAPTER 2

FACULTY SURVEY QUESTIONNAIRE

U-3032
November 1, 1968

QUESTIONNAIRE ON THE URBAN ROLE OF THE UNIVERSITY

PART I: Courses

1. Please list below any courses dealing directly with urban or minority affairs, or having a significant relation to such problems, which you are giving now, have given in recent years, or plan to give next year.

Course number and title: (If it is not obvious, please indicate the relevance to urban or minority affairs)	Most recent year offered	Will it be given next year?

( ) None

2. Do you have any ideas for new courses in urban or minority affairs which you might like to give, which you think your department or school should give, or which should be given elsewhere in the University? If so, please describe below, indicating who should give it (you yourself, your department, other departments).

Description of course	Who should give it

3. Please indicate whether you think the following should or should not be encouraged in Columbia's teaching program in urban or minority affairs.

	Should be encouraged	Should not be encouraged	Undecided	
a. Development of courses combining classroom work with research or service activities in conjunction with community groups or city agencies *Suggestions*	( ) 1	( ) 2	( ) 3	(10)
b. Development of ways to give students credit for supervised work-service in urban or minority action programs *Suggestions*	( ) 1	( ) 2	( ) 3	(11)
c. Development of interdisciplinary courses concerned with urban or minority problems *Suggestions*	( ) 1	( ) 2	( ) 3	(12)
d. Development of undergraduate programs in urban or minority affairs through which undergraduates can meet their school's requirement for a major *Suggestions*	( ) 1	( ) 2	( ) 3	(13)
e. Development of a graduate degree program in urban or minority affairs *Suggestions*	( ) 1	( ) 2	( ) 3	(14)
f. Development of programs by Columbia for training disadvantaged adults and young people in semi-professional skills *Suggestions*	( ) 1	( ) 2	( ) 3	(15)

PART II: Research

1. Please list below any research dealing with urban or minority affairs which you are now doing, have recently completed, or plan for next year.

Brief description of each research project	Location of study	Source of funds	Year begun or to begin	Year ended or to end

5. Are any __students__ under your direction working on research projects dealing with urban or minority affairs?

1.____ No

(16) 2.____Yes (How many?) ________

Briefly describe the kinds of research:

6. Are there any research projects dealing with urban or minority affairs in which __you would like to engage__ or have your students engage, if time and funds were available?

1 ____ No

(17) 2 ____ Yes (Please describe, indicating roughly the time or funds required)

PART III: Community Service or Action Projects

7. Please list any service or action projects or consultancies relating to urban or minority affairs in which you are now participating, have recently participated, or plan to participate.

Brief description of each project

(Include organizations involved, and nature of your participation)	Location of project	Which years?

( ) None

8. Are there any new service or action projects dealing with urban or minority affairs which you think should be undertaken by the University or some part of it?

1____No

(18)

2____Yes (Please describe:

8a. If YES: (Would you be interested in participating yourself?

1____No

(19)

2____Yes (In what way?

PART IV: Interdepartmental and Interuniversity Cooperation

9. Are there any kinds of cooperative arrangements between departments or schools at Columbia which you feel should be developed for teaching, research, or service related to urban or minority affairs?

1____No

(20)

3____Yes (What kinds?

10. Are there any kinds of cooperative arrangements with other colleges or universities which you feel should be developed for teaching, research, or service related to urban or minority affairs?

1 ____ No

(21) 2 ____ No opinion

3 ____ Yes (What kinds?

11. Should the University develop any kinds of cooperative arrangements with the government of New York City or with non-governmental organizations involved in urban or minority affairs, to help them deal with these problems?

1 ____ No

(22) 2 ____ No opinion

3 ____ Yes (What kinds?

12. Have you participated in any such inter-departmental, inter-university, or university-community cooperative arrangements dealing with urban or minority affairs?

1 ____ No

(23)

2 ____ Yes (What kinds?

13. If No : Would you be interested in participating in such cooperative arrangements?

1 ____ No

(24) 2 ____ Undecided

3 ____ Yes (How?

PART V: Recruitment and Admissions

14. Please check what your department or school is now doing, and what you personally think it should do, with respect to black, Puerto Rican, or other minority students and faculty members:

	Department:			Department:			
	Is doing this	Is not doing this	Don't know	Should do this	Should not do this	Undecided	
a. Special efforts to increase the number of minority students entering Columbia	( )	( )	( )	( )	( )	( )	(25)
Comment	1	2	3	1	2	3	(26)
b. Special efforts to aid minority students academically, financially, or socially once they are admitted	( )	( )	( )	( )	( )	( )	(27)
Comment	1	2	3	1	2	3	(28)
c. Special efforts to seek out minority group faculty members	( )	( )	( )	( )	( )	( )	(29)
Comment	1	2	3	1	2	3	(30)

(If your department or school is doing any of these things, please describe above. We would also like your comments on these suggestions.)

PART VI: General

15. When Columbia receives new funds during the next several years which are not tied to specific purposes, would you favor their being allocated:

1 ____ Entirely to strengthen teaching and research generally

2 ____ Mainly to strengthen teaching and research generally, but with a certain amount specifically for teaching and research dealing with urban and minority problems

3 ____ Equally between teaching and research on urban and minority affairs and on other subjects

(31)

4 ____ Mainly for teaching, research, and services dealing with urban and minority problems, with a certain amount for strengthening teaching and research generally

5 ____ Entirely for teaching and research dealing with urban and minority problems

Comment :

16. To the extent that new funds are available to the University specifically for urban and minority affairs, what should be the relative priorities of teaching and research in these areas versus service and action programs? Should such funds be used:

1 ____ Entirely for teaching and research on urban and minority affairs

2 ____ Mainly for teaching and research in these areas but some for service and action programs

(32) 3 ____ Equally divided between educational and service activities

4 ____ Mainly for service and action programs but some for teaching and research

5 ____ Entirely for service and action programs

6 ____ Undecided

17. In the next five or ten years, how do you think your field can contribute to urban and minority problems?

1 ____ My field is not relevant to these problems

(33)

2 ____ My field can contribute to them
(Please indicate briefly main ways in which it can contribute:

18. In what ways do you think the University has responsibilities to the people of its immediate neighborhood?

(34)

19. Is there any other kind of action (besides those discussed already) which you think the University or its members might take in regard to urban or minority problems?

(35)

20. We have asked your opinions on many ideas. Could you please sum up your sense of what Columbia University's role should be in regard to urban and minority affairs over the next few years?

(36)

PART VII: Background Information

21. Title or rank ______________________________

22. Department, School, or other University body with which you are primarily affiliated:

(37) ______________________________

(38)

23. Other departments, schools, centers, programs, institutes, etc., with which you are affiliated within the University: (indicate your position)

____

(39)

(40) 24. Years of service at Columbia ____________

(41) 25. Do you have tenure? 1 ____Yes 2 ____No

(42) 26. Age __________

(43)

(44) 27. Sex 1 ______Male 2 ______Female

(45) 28. Race 1 ______White 2 Black 3 Other (Specify)

(46) 29. Citizenship ____________________

(47)

(48) 30. Country or state of birth__________ If U.S.: State of birth ____________________

(49)

31. Some schools and departments have expressed an interest in reviewing the specific ideas of their own staffs on these questions. Would you be willing to have your questionnaire shared with committees or officers of your school or department, or would you prefer that it be kept confidential by the Urban Center and reported only statistically?

______ I am willing to have it shared with representatives of my school or department

(50)

______ I prefer that it be kept confidential by the Urban Center

32. We of the Urban Center would like to engage in personal discussions with some of you about the ideas suggested in your answers. Therefore, we invite you to leave your name attached to this questionnaire if you so desire.

Name______________________________

Office address ______________________________

Home address ______________________________

FACULTY SURVEY RESPONDENT CHARACTERIZATION

Response Rate

The over-all response rate to this survey was 26 per cent (N=3,594).* The response rate for the affiliation designation arts and sciences, which included Barnard College, was 25 per cent (N=952). That for medicine was 21 per cent (N=1,660); for the unspecified professional schools and others it was 27 per cent (N=639); and for Teachers College it was 49 per cent (N=343).

Within the arts and sciences (excluding Barnard College), 35 per cent of those in the humanities responded (N=292), as did 32 per cent in the social sciences (N=176), but only 20 per cent in the natural sciences (N=361).

A list of the professional schools included in the "unspecified" category shows the following response rates:

	Per Cent	*Total Questionnaires*
Architecture	23	47
School of the Arts	17	34
Business School	36	83
Engineering School	32	116
School of International Affairs	8	13
School of Journalism	26	23
Law School	45	42
School of Library Service	60	10
School of Social Work	27	71
Other	21	200

*Figures in parentheses indicate the total to whom questionnaires were sent.

Comparison of Respondents by Rank to Total Population*

Rank	*Per Cent*	*Total*
(Full) Professors	34	685
Visiting (Full) Professors	9	68
Adjunct (Full) Professors	18	60
Clinical (Full) Professors	31	51
Associate Professors	34	382
Visiting Associate Professors	10	24
Adjunct Associate Professors	17	62
Clinical Associate Professors	24	110
Assistant Professors	36	469
Visiting Assistant Professors	6	17
Adjunct Assistant Professors	16	57
Clinical Assistant Professors	17	160
Instructors	16	617
Lecturers	2	467
Associates	7	459
Assistants	5	203
Senior Researchers	13	485

*Totals come from the Columbia University Directory of Officers and Staff, 1968-69.

Rank and Affiliation of Respondents

	Arts and Sciences	*Medicine*	*Unspecified Professional Schools, Others*	*Teachers College*	*Total*
(Full) Professor	102	39	53	41	235
Visiting (Full) Professor	2	--	1	3	6
Adjunct (Full) Professor	4	2	4	1	11
Clinical (Full) Professor	--	16	--	--	16
Associate Professor	38	40	27	26	131
Visiting Associate Professor	1	--	2	1	4
Adjunct Associate Professor	--	1	3	3	7
Clinical Associate Professor	--	26	--	--	26
Assistant Professor	59	63	24	19	165
Visiting Assistant Professor	1	--	--	--	1
Adjunct Assistant Professor	3	3	2	--	8
Clinical Assistant Professor	--	27	--	--	27
Instructor	22	45	2	29	98
Lecturer	4	1	1	5	11
Associate	4	28	1	1	34
Assistant	--	11	--	--	11
Senior Researchers	11	19	11	21	62
Administration	2	4	16	12	34
Librarians	--	--	--	1	1
Emeriti	1	--	--	--	1
Other	2	2	3	3	10
Total	256	327	151	165	899

Subcategories Within Affiliational Groups

Arts and Sciences (N=205)*	*Per Cent*
the Humanities	37
the Social Sciences	28
the Natural Sciences	35
Medicine (N=340)	
Medicine	90
Dental and Oral Surgery	8
School of Pharmaceutical Sciences	2
Unspecified Professional Schools, and Others (N=172)	
School of the Arts	3
School of Architecture	6
Business School	17
School of Engineering	20
School of Journalism	3
Law School	11
School of Library Service	4
School of Social Work	11
Other	23
Teachers College (N=169)	100

*The arts and sciences category, when not broken down into the humanities, the social sciences, and the natural sciences, is composed of Barnard, 14 per cent (excluded from the above breakdowns); and Columbia (the College, the School of General Studies, and the Graduate Faculties), 86 per cent.

FACULTY SURVEY PRESENT DEPARTMENTAL AND SCHOOL POLICIES AND PROGRAMS

Policies on Recruitment, Admission, and Assistance of Minority Students and Faculty

Q. What is your department or school now doing with respect to black, Puerto Rican, or other minority students and faculty members?

In certain departments and schools, there was agreement among respondents on present policies on minorities. In others, there was considerable disagreement. Often, respondents were not knowledgeable on the policies of their department or school. Results for those parts of the university where respondents were totally or largely in agreement do not tell us the actual participation of minorities; they simply show whether or not there is a policy per se on minorities. Some departments may have had minority students in attendance for some time, so that such a policy is not new. There may in such cases be no conscious policy. Listed below, however, are the positive responses to the questions asked.

Special Efforts to Aid Minority Students Academically, Financially, or Socially Once They Are Admitted

	Number Who Say Department:			
	Is Doing This	*Is Not Doing This*	*Don't Know*	*Total*
No disagreement on policy				
School of the Arts	5	0	0	5
School of Journalism	4	0	0	4
School of Social Work	19	0	0	19
French	4	0	2	6
Greek and Latin	1	0	1	2
Mathematics	1	0	4	5
Religion	1	0	5	6
Majority responded positively				
English	3	1	7	11
Barnard College	16	4	7	27
Architecture	5	1	5	11
Business	16	1	13	30
Law School	14	1	3	18

Those pursuing the above special policy are as likely to be professional schools as departments in the arts and sciences, even though departments are more numerous in the university.

Special Efforts to Increase the Number of Minority Students Entering Columbia

	Number Who Say Department:			
	Is Doing This	*Is Not Doing This*	*Don't Know*	*Total*
No disagreement on policy				
School of the Arts	5	0	0	5
School of Journalism	4	0	0	4
School of Social Work	19	0	0	19
Greek and Latin	1	0	0	1
Law School	17	0	2	19
Majority responded positively				
School of Architecture	6	1	4	11
Barnard College	11	8	8	27
Business School	20	2	7	29
English	5	1	5	11
Government	3	2	2	7
History	5	1	10	16
Medical School	73	57	159	289
Religion	3	1	3	7

The professional schools most often report a policy of recruitment of minority students.

On the recruitment of minority faculty, many of the same affiliations are making a special effort in this direction.

Special Efforts to Seek Out Minority-Group Faculty Members

	Number Who Say Department:			
	Is Doing This	*Is Not Doing This*	*Don't Know*	*Total*
No disagreement on policy				
School of the Arts	4	0	0	4
School of Journalism	4	0	0	4
School of Social Work	18	0	0	18
Greek and Latin	1	0	1	2
Religion	3	0	4	7
Majority responded positively				
Business School	8	3	15	26
Economics	5	1	6	12
History	12	1	4	17
Government	6	1	--	7
Law School	9	4	6	19
Library School	3	1	1	5

There are no departments in the natural sciences represented for any of the three policies.

APPENDIX TO CHAPTER 3

STUDENT SURVEY GUIDELINES FOR INTERVIEWS

Notes For Discussion of Programs In Urban And Minority Affairs

The basic question for discussion is: what sort of programs in research, teaching, or community service would you like to have Columbia University initiate in the area of urban and minority affairs? Since the purpose of the Ford Grant is to give Columbia the opportunity to become a leading institution in the area of urban and minority affairs, you are being asked to design what you would consider the ideal program in these areas. We are just collecting ideas and proposals, so you should not feel that you have to work out a set position. If the discussion brings up problems which can not be resolved, or if members of the discussion group take contradictory positions, that is perfectly acceptable. Please be as specific and concrete as possible, however.

- Points for Discussion -

Definition Of The Area

How should the areas of urban affairs and minority affairs be defined? (Many people seem to define both areas in the narrow sense of problems of the Black ghettos. While this is obviously the most important problem, urban affairs might also include problems of building design and air pollution, etc., while minority affairs need not be restricted to urban settings.)

Importance Of Urban And Minority Affairs At Columbia

1. How much interest is there in urban affairs, minority problems and University reform among students now?

2. How relevant do you think that urban and minority affairs are to a general undergraduate education?

What The New Programs Should Involve

1. Should new programs in these areas include teaching? Research? Community service programs?

2. What kinds of research should be conducted? What kinds of community service programs should be initiated? What new courses should be given?

3. Are there any courses that you have taken, or any programs that you have been involved in at Columbia in these areas which you thought were very good.

4. Should there be more programs to recruit Black faculty and Black students? If so, what specifically do you think would be effective? Do you have any suggestions on how to set up effective programs for financial aid to Black students?

Columbia Community Relations And The Problem Of Priorities

1. Should research on community problems be initiated by the community only, by the community and the University in collaboration, or by the University?

2. Should community service programs be initiated by the community, by the University in collaboration with the community, or by the University?

3. Once a research or service program has been initiated, how should control over the character of the program be divided between the University and community?

4. If the University becomes involved in urban and minority affairs, one important problem which must be solved is whether it is more important for a specific program to contribute to the welfare of the community and the solution of urban and minority problems, or contribute to the education of Columbia students. What do you think the relative importance of these two goals are? How do you think they should be combined?

5. How should Columbia's new programs in urban affairs and minority problems affect its relations with the immediate community, especially its own expansion plans?

Administrative Structure Of The Programs

1. Should new programs in these areas be set up within the existing schools and departments or should new structures be created for them? Here are some of the possible ways in which new programs could be handled administratively:
    - new courses in various schools and departments
    - new research funds to existing schools and departments
    - an undergraduate major, or a graduate degree program
    - a new institute under the control of an existing department
    - a new department
    - a new school

2. Should the programs (department or school) include graduate students and undergraduates?

3. Should the programs (department or school) be interdisciplinary in approach?

4. What mechanisms could be used to make the new programs flexible and responsive to the changing needs of faculty, students and community members?

5. Should academic credit be given for participation in community action programs?

6. If teaching and research are recommended, how should they be combined? Should there be a full-time research staff, or should research be conducted by teaching faculty only?

7. Should students conduct their own research?

8. How would the programs derive continuing financial support, presuming that the Ford Grant is not sufficient: through federal grants or contracts, funds from individual contributors, funds from private funding agencies, funds from industry? (This question is especially relevant to a new school.)

9. Should the University work with other universities on these problems? If so, how?

10. What are the long-range political and social implications of universities such as Columbia becoming heavily involved with urban and minority problems?

APPENDIXES TO CHAPTER 4

LIST OF HARLEM COMMUNITY AGENCIES CONTACTED

1. *East Harlem Tenants Association*
185 East 116th Street
New York City

Rep: Mr. Morales, Program Director

2. *Polo Grounds Community Center*
2778 Eighth Avenue
New York City

Rep: Mrs. Borden, Director

3. *Church of the Intercession*
155th Street and Broadway
New York City

Rep: Father Reid, Director; Father Gordon, Coordinator of Youth Programs

4. *Northside Center for Child Development*
31 West 110th Street
New York City

Rep: Dr. Mamie Clark, Director

5. *Harlem Neighborhoods Association, Inc. (HANA)*
200 West 135th Street
New York City

Rep: George W. Goodman, Executive Director

6. *St. Mary's Involvement Project*
514 West 126th Street
New York City

Rep: Mrs. Judith Beynan, Director, Community Project

7. *Manna House Workshop*
336 East 106th Street
New York City

Rep: Mrs. Gloria Denard, Director

8. *Minisink Townhouse*
646 Lenox Avenue
New York City

Rep: Miss Gladys Thorne, Director

9. *Step Forward Program*
614 West 114th Street
New York City

Rep: Jack Lawson, Project Coordinator

10. *United Council of Harlem Organizations*
312 West 125th Street
New York City

Rep: Hulan E. Jack, Alternate Chairman

11. *Youth Helping Youth/Education Action*
501-05 West 125th Street
New York City

Rep: Mrs. Annie Brown, Director

12. *Black Panther Party*

Rep: Kwa Lana, Lt. Minister of Information

13. *Harlem Teams for Self Help*
179 West 137th Street
New York City 10030

Rep: Dr. James Allen, Educational Director

14. *YWCA–Upper Manhattan Branch*
361 West 125th Street
New York City 10027

Rep: Mrs. Ruth M. Hill, Acting Director
Isabelle McElroy, Adult Program Director
Ann Boothe, Teenage Program Director

15. *Project Search*
110 East 125th Street
New York City

Rep: Paul Covington, Educational Director

16. *New York State Employment Service–Harlem Division*
132 West 125th Street
New York City

Rep: Richard Jefferson, Director

17. *East Harlem Triangle Urban Renewal Project*
173 East 125th Street
New York City

Rep: Miss Disla, Assistant Community Organization Specialist

18. *HARCAP (Harlem College Assistance Program)*
5 West 125th Street
New York City

Rep: Rufus Newlin, Director

19. *Neighborhood Board No. 1*
207 West 151st Street
New York City

Rep: Herman Bennett, Director

20. *Model Cities*
107 West 116th Street
New York City

Rep: John Edmonds, Director

21. *Educational Participation Community Program*

Rep: Mr. Levine, Educational Adviser

22. *Square Deal Republican Club*
2350 Seventh Avenue
New York City

Rep: Mr. Richards, President

23. *Dr. M. Moran Weston*
134th Street and Seventh Avenue
New York City

Title: Rector, St. Philip's Church
President, Carver Federal Savings and Load Association

24. *Countee Cullen Public Library*
104 West 136th Street
New York City

Rep: Wendell Wray, Director, North Manhattan Project

25. *Harlem Hospital Department of Social Services*
Health Building
137th Street and Fifth Avenue
New York City

Rep: Futher Jackson

26. *St. Philip's Community Center*
215 West 133rd Street
New York City

Rep: Albert A. Edwards, Director of Programs and Services

27. *Interfaith City-Wide Coordinating Committee*
281 Park Avenue South
New York City

Rep: Rev. Benjamin Gay, Project Director

28. *Community Planning Board No. 7*
Borough of Manhattan
Task Group on Education
Office of Borough President of Manhattan

Rep: Robert Keegan, Chairman

29. *All Saints Grammar School*
52 East 130th Street
New York City 10037

Rep: Sister Mary Norbert, Principal

30. *Pre-Employment Training Program*
Harlem Teams for Self Help
179 West 137th Street
New York City 10030

Rep: Mr. E. W. O. Daniels, Coordinator

31. *Manpower Development Training Program*
Mid-Manhattan Adult Training Center
212 West 120th Street
New York City, 10027

32. *Better Community Association*
1673 Amsterdam Avenue
New York City

Rep: Mrs. Fannie Smith, Director

33. *United Block Association*
68-72 East 131st Street
New York City

Rep: Leo Rolle, Executive Director
Carl Nesfield, Administrative Director

34. *National Memorial African Bookstore*
101 West 125th Street
New York City

Rep: Mr. Michaux, Proprietor

35. *Harlem Institute of Fashion*
217 West 125th Street
New York City

Rep: Mrs. Lois Alexander, Director

36. *Goddard Riverside Community Center*
161 West 87th Street
New York City

Rep: Al Powers, Camp and Program Director

37. *Frank's Restaurant*
315 West 125th Street
New York City

Rep: Selwyn Joseph, Proprietor

38. *Doubleday Book Publishing Company*
277 Park Avenue
New York City

Rep: Miss M. Dutton, Ass't. Editor of Zenith Books

39. *United Welfare League*
927 Columbus Avenue (105th and 106th Streets)
New York City

Rep: Tom O'Brian, Director

40. *131st Street Block Association*
Youth Patrol Program
225 West 129th Street, c/o Library
New York City

Rep: William Byrd, Chairman

41. *Upper West Side Planning Committee and Community League of West 159th Street, Inc.*
510 West 159th Street
New York City

Rep: Mrs. Lucille Bulger, Director and Chairman, Education Committee

42. *VISTA South Bronx Project*
332 East 149th Street
Bronx, New York

Rep: Fred Clarke, Supervisor

43. *Ascension School (RC)*
220-224 West 180th Street
New York City

Rep: Brother Cottrell, Principal

44. *Urban League Street Academy*
West 116th Street
New York City

Rep: Mrs. Hewitt, Administrator

45. *Hudson Neighborhood Conservation Project and Hudson Community Action Program*
315 West 94th Street
New York City

Rep: Henry Pollack, Director

46. *Harlem Alcoholism Center*
2238 Fifth Avenue
New York City, 10037

Rep: Harry Lipscomb, Clinical Coordinator

47. *Odyssey House*
Harlem Storefront
545 Lenox Avenue
New York City

Rep: Mrs. Lillian Mateo, Supervisor, Community Involvement Program

48. *Social Work Recruiting Center*
225 Park Avenue South
New York City

Rep: Mrs. Suzanne Keusch, Program Director

49. *MCDA—Bureau of Job Development*
40 Church Street
New York City

Rep: M. E. E. Lowry, Director

50. *Federation of Protestant Welfare Agencies, Inc.*
281 Park Avenue South
New York City

Rep: Mr. Webb, Director, Division on Youth and Community Services

51. *Inter-Racial Council for Business Opportunities*
2090 Seventh Avenue, Room 108
New York City

Rep: Wilburforce Clark, Jr. (MBA), Executive Director

52. *Community Council of St. Marks*
Community Center
65 West 138th Street
New York City

Rep: Father Edward Hearn, Priest, Moderator

53. *Frederick Douglass Community Center*
140 West 140th Street
New York City

Rep: Edward Culvert, Director

54. *Legal Aid Society*
Law Student Program
11 Park Place
New York City

Rep: John Robertson, Attorney in Charge

55. *Harlem Hospital*
137th Street and Seventh Avenue
New York City

Rep: Mr. Malone, Community Organizer

56. *Original John F. Kennedy Democrats*
61 West 130th Street
New York City

Rep: Percy E. Sutton, Borough President of Manhattan

57. *Harlem Teams for Self-Help—Community Action Division*
179 West 137th Street
New York City, 10030

Rep: Miss Gwen Jones, Director, Community Action Division

58. *Protestant Council, City of New York*
Urban and Housing Division
475 Riverside Drive
New York City

Rep: Madison Jones

59. *Ministerial Interfaith Association*
CPEP
110 East 125th Street
New York City

Rep: David Levine, Educational Consultant

60. *Manhattanville Community Centers, Inc.*
Grant Houses Community Center
1303 Amsterdam Avenue
New York City

Rep: Mrs. Arlene Rothstein, Public Relations Consultant for Decentralization

LETTER OF INTRODUCTION

COMMUNITY EDUCATIONAL ASSOCIATES, INC.

URBAN CENTER CURRICULUM PROJECT

72 West 126th Street

New York, N.Y. 10027

Community Educational Associates, Incorporated, was organized to help community groups develop programs and projects to deal with specific need situations and bring about desired changes. One way in which change can be affected is by making the education of such persons as teachers, social workers, health workers, and other professionals more relevant to the needs of our community.

Throughout the years the community has been affected by the ways in which institutions of higher learning have prepared professionals for service in our communities. The kinds of training and experience received by such persons will definitely affect and influence how successful they will be in contributing toward improving the community. It is therefore in the interest of the community to inform local colleges as to ways in which their courses of study can be made more responsive to the needs of the people. This information is being collected by CEA in cooperation with The Urban Center of Columbia University and will serve as the basis for recommendations about ways in which higher education can be improved to prepare graduates better for service in urban areas.

As an active member of the community, your views and opinions should be included in any recommendation that is presented. We would like very much to meet with you and/or the appropriate person in your agency at your earliest convenience. I will telephone you in the next few days to make an appointment.

With best wishes.

Sincerely,

Raymond H. Giles, Jr.
Project Supervisor

INTERVIEW SCHEDULE FOR HARLEM AND PUERTO RICAN COMMUNITY SURVEYS

I. *Description of Agency and Activities*

1. With which of the following activities is your agency concerned?

   a) Education
   b) Housing
   c) Health
   d) Cultural Enrichment
   e) Social Welfare
   f) Recreation
   g) Community Organization
   h) Legal Services

2. What are the objectives of your organization in each of the above areas?

   a) Describe the program objectives and activities in each of the above areas.
   b) How are objectives being met?
   c) How successful has your agency been in reaching its goals?
   d) How is success measured?

3. What kinds of activities are carried out in each of the areas in which your agency is involved?

   a) What kinds of people are served?
   b) Could you give some examples that you feel show how successful your agency has been?
   c) What are some of the things that (1) prevent success and (2) contribute to success?

II. *Training and Experience Required of Personnel in Your Agency*

4. Are there any positions in your agency for which college training is required?

   a) Which?
   b) What has been your experience with graduates from local colleges?

5. In what ways can colleges or universities prepare graduates to work in your community through courses, training, or experience?

6. Do you feel college training is especially helpful for any of the positions in your agency?

   a) Why?
   b) Why not?

III. *Cooperation Between Agency and Local Colleges*

7. Do you feel the activities carried out by your agency provide any learning experiences from which college students might benefit?

   a) What kinds of students?
   b) Kinds of activities in which they could participate?
   c) Would the clients of your agency benefit from an association with the college?

7E. Are there persons in your agency who could provide supervision for college students if they were assigned?

8. Do you feel that local colleges could be of direct assistance in helping your agency to accomplish its goals?

   a) If so, how?

9. Has your agency ever sought the cooperation of a local college or university?

   a) If yes, when and what type?

10. Has a local college or university ever requested the cooperation of your agency?

    a) If yes, when and what type?

11. Do you have any immediate plans to solicit the support or cooperation of a local college or university?

    a) If yes, in what areas?

12. Do you feel there would be any problems if your agency were to solicit cooperation?

    a) What might those problems be?
    b) Do you feel there are any ways in which these problems ought to be overcome?

13. Are there problems faced by the community that also affect the local colleges?

a) Please give examples.
b) Are there problems faced by the colleges that the community or agency could help with?

14. What do you feel should be the guidelines for cooperation between the local colleges and the community?

15. How might effective cooperation with the community take place if the local colleges were interested?

    a) Who would your agency contact at the college or university?

16. In your opinion and to your knowledge, have any local colleges done anything in the community that indicates their interest in cooperating with the community?

17. Is there anything that has been done by local colleges that might be interpreted as a lack of interest or unwillingness to cooperate with the community?

IV. *Summarization*

18. Additional comments, suggestions, recommendations, opinions.

19. Is there any agency or person whom you feel could give an opinion that would be representative of the community's interest in the areas we have been considering in the above questionnaire?

NOTE TO INTERVIEWER ONLY: Try to get a specific name and address of an individual in answer to the above question.

LETTER OF APPRECIATION

Columbia University in the City of New York New York, N. Y. 10027
THE URBAN CENTER 06 LEWISOHN HALL

On behalf of the Community Educational Associates, I would like to thank you for your kind cooperation in our recent survey of Harlem community organizations and individuals, conducted in cooperation with The Urban Center of Columbia University. I have enclosed a copy of the transcript taken from our interview with you. I hope it meets with your approval.

The survey is an important facet of the Urban Center Curriculum Project, initiated and conducted by The Urban Center and sponsored by a grant from the Ford Foundation. By integrating views of persons working to improve conditions in the Harlem community, like yourself, with views of students and faculty members on the relevance of the University's current investment in urban and minority studies, the project promises higher education in general.

We are very grateful for the generous cooperation and candidness of individuals like yourself, without which the aims of the project could not be realized. We will gladly provide any further information about the project upon request.

With good wishes.

Sincerely,

Raymond H. Giles, Jr.
Project Supervisor

RHG/kh

Enc.

APPENDIXES TO CHAPTER 7

ETHNIC STUDIES SURVEY LETTERS AND QUESTIONNAIRE SENT TO COLLEGES AND UNIVERSITIES SURVEYED

Columbia University in the City of New York New York, N. Y. 10027
THE URBAN CENTER 206 LEWISOHN HALL

January 15, 1969

(Letter Sent to College and University Presidents)

Dear

The Urban Center at Columbia University, established under a Ford Foundation grant, aims to broaden the competence of the University in urban and minority affairs, and to explore ways in which the University can be made more relevant and responsive to urban needs.

Among its activities, the Center has launched the Urban Center Curriculum Project under the direction of Dr. Joseph G. Colmen, until recently Deputy Assistant Secretary of Education for the Department of Health, Education and Welfare. This project will review curriculum, research and special service programs relating to urban and minority affairs in order to recommend additions and improvements in these areas to the University.

Because of the limited body of knowledge concerning minority curriculum, we are undertaking a comprehensive survey of courses, programs and policies relevant to minority groups--Black, Puerto Rican, Mexican American and American Indian--at colleges and universities throughout the country. We are seeking information from a variety of sources, including students, faculty and administration. At your institution, we are contacting individuals responsible for academic policies and programs, principally the Vice-President for Academic Affairs, the Deans of the Undergraduate and appropriate Graduate Schools, and in some instances the heads of African and Urban Studies Centers. In this way, we hope to develop a meaningful framework for our recommendations and to obtain a cross-section of ideas and opinions which will be of benefit to higher education in general.

We would welcome any printed materials and descriptions of programs in minority affairs that may be available through your Office of Public Information.

We trust that you will appreciate the urgency of our study and hope that it will be of value to you and your university. A copy of this section of the final report will be sent to each contributing institution.

Thank you for your cooperation.

Very truly yours,

Franklin H. Williams
Director

Columbia University in the City of New York New York, N. Y. 10027
THE URBAN CENTER 306 LEWISOHN HALL

January 15, 1969

(Letter Sent to Deans of Graduate and Professional Schools)

Dear

The Urban Center at Columbia University, established under a Ford Foundation grant, aims to broaden the competence of the University in urban and minority affairs and to explore ways in which the University can be made more relevant and responsive to urban needs.

Among its activities, the Center has launched the Urban Center Curriculum Project under the direction of Dr. Joseph G. Colmen, until recently Deputy Assistant Secretary for Education for the Department of Health, Education and Welfare. This project will review curriculum, research and special service programs relating to urban and minority affairs in order to recommend additions and improvements in these areas to the University.

Because of the limited body of knowledge concerning minority curriculum, we are undertaking a comprehensive survey of courses, programs and policies relevant to minority groups--Black, Puerto Rican, Mexican American and American Indian--at various colleges and universities throughout the country. We are seeking information from a variety of sources, including students, faculty and administration, so that we may obtain a cross-section of opinion. In this way, we hope to develop a meaningful framework for our own recommendations.

To complement our survey of minority-related curriculum on the undergraduate level, we are contacting the Deans of certain graduate and professional schools at various universities in order to ascertain the policies regarding admissions, curriculum and community projects. Attached is a series of questions designed to serve as a general framework for the kind of information we are seeking from you. Although your professional responsibilities may not be directly related to minority curriculum, we think that your insights would be of particular value to our study, and, therefore, we urge you to respond. We would also welcome any printed materials which you think would be of interest to us. Please direct any questions to Dr. Wilfred G.O. Cartey, Professor of African Literature and Consultant to the Urban Center (Tel. 212-280-2706 at the Center).

Since these letters are only the first stage of the project which must be completed by spring, we request your earliest response. A copy of this section of the final report will be sent to each contributing university. It is our hope that it will be of value to you and your school.

Thank you for your assistance.

Very truly yours,

Franklin H. Williams
Director

Enclosures

URBAN CENTER CURRICULUM PROJECT

Suggested Guidelines for Your Response

1. What is the total enrollment in your graduate or professional school? How many students from American minority groups (e.g., Black's, Puerto Rican's, Mexican-American's, American Indian's, etc.) are currently enrolled? Please indicate whether your school is attempting to increase the enrollment of minority students and, if so, by what methods.

2. What types of grants, loans, and fellowships are available to students from minority groups?

3. What courses and special programs relevant to the interests and concerns of minority groups are currently offered? Please indicate when they were introduced and whether any minority-related courses and programs are being planned.

4. Please describe any current or proposed activities by which students and faculty apply their academic and professional training to the affairs of neighboring minority communities. What specific community projects in such areas as public health, housing, and legal services have been initiated by your school? In your opinion, have these projects been successful? If so, are there plans to expand them?

5. Is your school attempting to increase the number of faculty members and administrators from minority groups?

6. Please describe any minority-related research projects undertaken at your school.

URBAN CURRICULUM PROJECT
QUESTIONNAIRE

PART I. Composition of the undergraduate student body

1. Total undergraduate enrollment ______________________
    full-time ______________________
    part-time ______________________

2. How many students enrolled are members of the following American minority groups? (If exact information is not available, please give approximate figures.)

    Black ____________
    Puerto Rican ____________
    American Indian ____________
    Mexican-American ____________
    Oriental ____________
    Other ____________

    In which group does the enrollment for 1968-69 represent a significant increase over 1967-68?

PART II. Academic programs and courses related to minority interests

1. Interdisciplinary Programs

    Please list below any special interdisciplinary programs currently offered which have a significant relation to the problems and interests of American minority groups (*e.g.*, African Studies, Afro-American Studies, Puerto-Rican-American Studies, American Indian Studies, etc.). Please indicate whether undergraduates can meet the requirements for a major in these areas and, if so, the number of students enrolled in each program.

PROGRAMS	*When introduced?*	*Major?*	*How many students enrolled?*

2. Courses

Please list below any undergraduate courses currently offered which have a significant relation to the problems and interests of American minority groups (*e.g.*, Black, Puerto Rican, Mexican American, American Indian, etc.). Such courses might include Afro-American History, Intergroup Relations, Mexican History, Puerto-Rican History, Urban Sociology, etc.

DEPARTMENT	*COURSE TITLE*	*When introduced?*	*To be continued?*
History			
Sociology			
Anthropology			
Political Science			
Economics			
Literature			
Other			

3. What factors may have prompted the introduction of the interdisciplinary programs and/or courses listed in numbers 1. and 2. above?

4. Please comment on the difficulties experienced in introducing these programs and courses and indicate the success achieved.

5. Does your college plan to introduce new undergraduate courses or special programs related to American minority affairs? ________

If so, please list below.

Course or Program	*Year to be offered*

What factors have prompted such plans?

6. Does your college participate in any cooperative arrangements with other colleges or universities in fields related to minority affairs? __________

Please describe thes programs and indicate which institutions participate.

7. If no inter-university programs now exist, are any such programs planned for the future? __________

Please describe these programs and indicate which institutions will participate.

PART III. Service-oriented curriculum

1. Does your college offer minority-related courses that combine classroom work with community-service activities? __________

Please list below and indicate the types of service activities that are included.

Course Title	*Service Activity*	*When introduced?*	*To be continued?*

2. Does your college have any programs or supervised work-service in urban or minority action programs? ________

Please describe.

Do students receive credit for participation in these programs? ________

3. Please comment on the effectiveness of such courses and programs involving community service.

PART IV. Programs to aid the "high risk" minority student

1. Are there any minority students enrolled in the undergraduate school who may be considered "high risk" because they have not met the standard entrance requirements? ________

2. Are there any special programs in the undergraduate school to help these students overcome inadequate preparation for college work (*e.g.*, remedial courses, special counseling, etc.)? ________ Please describe these courses and programs, also indicating any courses for which academic credit is given.

Course or Program	*When introduced?*	*To be continued?*	*Is credit given?*

3. When are these special programs or courses offered?

   a. During the summer before entering college? ________

   b. During the first year only? ________

   c. During all four years? ________

   d. Other (please specify). ________

4. What factors influenced the decision to introduce programs of this nature?

5. In general, how would you categorize these programs?

   a. Successful? ________

   b. Unsuccessful? ________

   c. Too soon to evaluate? ________

   d. Other (please specify). ________

   Please explain the reasons for your opinion.

6. What have you found to be particular strengths and weaknesses of special remedial programs at your institution?

7. Should remedial instruction and other special programs for "high risk" students be encouraged or expanded at your institution? ________

8. If there are no special or remedial programs for "high risk" students, are any such programs planned for the future? ________

Please describe.

PART V. FACULTY

1. How many faculty members teach in the undergraduate school? ________
   - a. How many faculty members belong to American minority groups? ________
   - b. How many are Black Americans? ________
     (If members of other American minority groups are significantly represented, please indicate as well.)
   - c. Are special efforts being made to seek out minority group faculty members? ________

     Please describe.

2. Are most of the courses related to minority interests taught by faculty members from minority groups? ____________

   a. Do you think that courses in minority studies should be taught exclusively by members of minority groups? ____________
      Please state briefly the reasons for your opinion.

   b. Should courses in minority studies be open principally to students from minority groups? ____________
      Exclusively to students from minority groups? ____________
      Please explain.

PART VI. Additional comments

NAME ________________________________

POSITION ______________________________

INSTITUTION ___________________________

ETHNIC STUDIES SURVEY COLLEGES AND UNIVERSITIES CONTACTED AND RESPONDING

Of the following 184 colleges and universities surveyed by the Urban Center Curriculum Project, 127 institutions responded, as indicated by an asterisk.

*Adelphi University
*University of Akron
*American University
*Amherst University
Antioch College
*Arizona State University
*University of Arkansas
Auburn University
Ball State University
Bank Street College of Education
*Bernard M. Baruch College
*Baylor University
*Boston College
*Boston University
Bowdoin University
*Brandeis University
University of Bridgeport
Brigham Young University
Brown University
*Bryn Mawr University
*University of California at Berkeley
*University of California at Los Angeles
*University of California at Santa Barbara
*University of California at Santa Cruz
*California Institute of Technology
California State College at Long Beach
*California State College at Los Angeles
Carnegie-Mellon University
*Case–Western Reserve University
*The Catholic University of America
*University of Chicago
*University of Cincinnati
*City College of New York
*Claremont Men's College
*Clark University
Clemson University
*Cleveland State University
*University of Colorado
*University of Connecticut
*Cornell University
*Creighton University
Dartmouth College
*De Pauw University
*University of Delaware
Denison University
University of Denver
University of Detroit
Douglas University
*Drake University
*Duke University
Duquesne University
*Emory University
Fairleigh Dickinson University
Federal City College
University of Florida
University of South Florida
*Florida State University
*Fordham University
*The George Washington University
*Georgetown University
*University of Georgia
*Harvard University
*Haverford College
*University of Hawaii
University of Houston
*Howard University
Hunter College
*University of Illinois
*Illinois State University
*Indiana University
*University of Iowa

*Iowa State University
*Johns Hopkins University
University of Kansas
Kent State University
University of Kentucky
*Lehigh University
Lindenwood College
Long Island University
*University of Louisville
*Loyola University
*University of Maine
Manhattan Community College
*Manhattanville College
*Marquette University
*University of Maryland
*University of Massachusetts
*Massachusetts Institute of Technology
*Memphis State University
*University of Miami
*Miami University
*University of Michigan
*Eastern Michigan University
*Michigan State University
*Middlebury College
*University of Minnesota
(Columbia) University of Missouri
(St. Louis) University of Missouri
*Montclair State College
*Mount Holyoke College
University of Nebraska
University of New Hampshire
University of New Mexico
*New School for Social Research
*State University of New York at Albany
State University of New York at Brockport
*State University of New York at Buffalo
State University of New York at Potsdam
*New York University
*University of North Carolina
*Northeastern University
Northern Illinois University
*Northern Michigan University
*Northwestern University
*University of Notre Dame
*Oberlin College
*Ohio State University
*University of Oklahoma
University of Oregon
*University of the Pacific
*University of Pennsylvania
*Pennsylvania State University
*University of Pittsburgh
*Princeton University
*Purdue University
Queens College
Reed College
University of Rhode Island
*Rice College
*University of Rochester
*Rutgers–The State University
*Sacramento State College
*St. John's University
*St. Louis University
San Diego State College
*San Fernando Valley State College
*City College of San Francisco
*San Francisco State College
San Jose State College
College of San Mateo
*Sarah Lawrence College
*Seek–University Center
Seton Hall University
Simmons College
*Smith College
University of South Carolina
*University of South Dakota
*University of Southern California
Southern Illinois University
Southern Methodist University
*Stanford University
*Swarthmore College
*Syracuse University
*Temple University
*University of Tennessee
*University of Texas
*Texas Southern University
*University of Toledo
Towson State College
*Trinity College
*Tufts University
Tulane University

*University of Tulsa
University of Utah
*Vanderbilt University
Vassar College
*University of Vermont
*University of Virginia
Virginia State College
*University of Washington
*Washington University
*Washington and Lee University
*Wayne State University
*Webster College
*Wellesley College
*Wesleyan University
*West Virginia University
Wichita University
College of William and Mary
*Williams College
*University of Wisconsin
Wisconsin State University
*Yale University
*Yeshiva University

AFRO-AMERICAN AND ETHNIC STUDIES PROGRAMS CONTEMPLATED OR DEVELOPED AS OF MAY, 1969

Institution	Type of Program	Tentative Date of Implementation	Scope of Program
ANTIOCH COLLEGE	Afro-American Institute	in effect	Undergraduate major
BALL STATE UNIVERSITY	Program in Afro-American Studies	(?)	Undergraduate minor
BOSTON UNIVERSITY	Program in Afro-American Studies	(?)	M.A. program
BRANDEIS UNIVERSITY	Department of African and Afro-American Studies	Fall, 1969	Undergraduate major
BROWN UNIVERSITY	Black Studies Program (in developmental stages)	(?)	Undergraduate major (?)
CALIFORNIA STATE COLLEGES			
CALIFORNIA STATE COLLEGE AT LONG BEACH	Afro-American Studies Program (eventual department)	(?)	(?)
CALIFORNIA STATE COLLEGE AT LOS ANGELES	Afro-American Studies and Mexican-American Studies Programs	Fall, 1968	Undergraduate majors planned for Fall, 1969
SACRAMENTO STATE COLLEGE	Ethnic Studies Curriculum: Afro-American Studies and Mexican-American Studies Programs	Fall, 1969	Undergraduate majors

Institution	Type of Program	Tentative Date of Implementation	Scope of Program
SAN DIEGO STATE COLLEGE	Afro-American Studies Program (under consideration)	(?)	Undergraduate major
SAN FERNANDO VALLEY STATE COLLEGE	Afro-American Studies and Mexican-American Studies Programs	Fall, 1969	Undergraduate majors
SAN FRANCISCO STATE COLLEGE	School of Ethnic Studies, including Black Studies Program (department?)	Fall, 1969 (?)	Undergraduate major
CALIFORNIA LUTHERAN COLLEGE	Afro-American Studies Program	(?)	Undergraduate major
UNIVERSITY OF CALIFORNIA AT BERKELEY	Ethnic Studies Department (perhaps eventually a College of Ethnic Studies)	Fall, 1969	(?)
UNIVERSITY OF CALIFORNIA AT IRVINE	Black Studies Program	(?)	Undergraduate major
UNIVERSITY OF CALIFORNIA AT LOS ANGELES	American Cultures Institute (including 4 cultural centers representing different ethnic groups)	Fall, 1969	Study, research, and curriculum development in ethnic-minority affairs
UNIVERSITY OF CALIFORNIA AT SANTA BARBARA	Ethnic Studies Program	1969-70	(?)

Institution	Type of Program	Tentative Date of Implementation	Scope of Program
UNIVERSITY OF CALIFORNIA AT SANTA CRUZ	College of Ethnic and Urban Problems (in planning stages)	(?)	(?)
CARLETON COLLEGE	Black Studies Program	(?)	No major at this time
CASE–WESTERN RESERVE UNIVERSITY	Afro-American Studies Program (under consideration)	(?)	Possible undergraduate major
UNIVERSITY OF CINCINNATI	Afro-American Studies Program	Fall, 1969	Undergraduate major
UNIVERSITY OF CONNECTICUT	Afro-American Studies Program (under consideration)	(?)	(?)
CORNELL UNIVERSITY	Center for Afro-American Studies	Fall, 1969	Undergraduate major; graduate program
DE PAUW UNIVERSITY	Afro-American Studies Program	(?)	(?)
UNIVERSITY OF DELAWARE	Afro-American Studies Program (under consideration)	(?)	(?)
DUKE UNIVERSITY	Black Studies Program	Fall, 1969	No undergraduate major at this time
FLORIDA STATE UNIVERSITY	Black Studies Program	Fall, 1969 (?)	Undergraduate major

Institution	Type of Program	Tentative Date of Implementation	Scope of Program
FORDHAM UNIVERSITY	Institute of Black Studies (being developed)	(?)	(?)
HARVARD UNIVERSITY	Afro-American Studies Department	Fall, 1969	Undergraduate major; working toward graduate degree programs
UNIVERSITY OF HAWAII	Ethnic Studies Program	1969-70 (?)	Undergraduate major proposed
HOFSTRA UNIVERSITY	Black Studies Program	(?)	(?)
UNIVERSITY OF ILLINOIS AT CHICAGO CIRCLE	Afro-American Studies Program	(?)	(?)
INDIANA UNIVERSITY	Afro-American Studies Program; Institute of Afro-American Studies	Fall, 1968 Fall, 1969 (?)	(?) Undergraduate and graduate minor
UNIVERSITY OF IOWA	Afro-American Studies Program	1968	No undergraduate major
KENT STATE UNIVERSITY	Black Studies Program (being developed)	(?)	(?)
MERRITT COLLEGE	Afro-American Studies Program	in effect	(?)

Institution	Type of Program	Tentative Date of Implementation	Scope of Program
UNIVERSITY OF MICHIGAN	Black Studies Program (being developed)	(?)	Undergraduate specialization
UNIVERSITY OF MINNESOTA	Ethnic Studies Program (includes Afro-American program)	Fall, 1969	Undergraduate major
MOUNT HOLYOKE COLLEGE	Black Studies Program	in effect	Undergraduate major
CITY UNIVERSITY OF NEW YORK			
BROOKLYN COLLEGE	Institute of Afro-American and Puerto Rican Studies	Fall, 1969	Graduate and undergraduate programs
CITY COLLEGE OF NEW YORK	Department of Urban and Ethnic Studies	Fall, 1969	Undergraduate major (?)
HUNTER COLLEGE	Department of Black and Puerto Rican Studies	Fall, 1969	Undergraduate major
STATE UNIVERSITY OF NEW YORK AT ALBANY	Afro-American Studies Department	Fall, 1969	Undergraduate major
STATE UNIVERSITY OF NEW YORK AT BUFFALO	Black Studies Program	Fall, 1969	Undergraduate major

Institution	Type of Program	Tentative Date of Implementation	Scope of Program
STATE UNIVERSITY OF NEW YORK AT STONY BROOK	Black Studies Program	(?)	Undergraduate major
NEW YORK UNIVERSITY	Afro-American Institute	Fall, 1969	Center for information, research, and the training of scholars
UNIVERSITY OF NORTH CAROLINA	Black Studies Program	Fall, 1969	(?)
NORTHWESTERN UNIVERSITY	Afro-American Studies Program	1969-70	No major offered
OBERLIN COLLEGE	Afro-American Studies Program	Fall, 1969	Undergraduate specialization
OHIO STATE UNIVERSITY	Afro-American Studies Program (under consideration)	(?)	Undergraduate major
UNIVERSITY OF PENNSYLVANIA	Afro-American and African Studies Program	(?)	Undergraduate major
PRINCETON UNIVERSITY	Afro-American Studies Program	Fall, 1969 (?)	No major; certificate in existing departments
REED COLLEGE	Black Studies Center	(?)	(?)

Institution	Type of Program	Tentative Date of Implementation	Scope of Program
ROOSEVELT UNIVERSITY	African and Afro-American Studies Program	in existence	Undergraduate and graduate programs
SMITH COLLEGE	Afro-American Studies Program	Fall, 1969	Undergraduate major
UNIVERSITY OF SOUTHERN CALIFORNIA	Ethnic Studies Program (under consideration)	(?)	(?)
SOUTHERN ILLINOIS UNIVERSITY	Black American Studies Program	in existence	Undergraduate minor now; perhaps major later
STANFORD UNIVERSITY	African and Afro-American Studies Program	Jan., 1969	Undergraduate major
SWARTHMORE COLLEGE	Black Studies Program (currently being developed)	(?)	Emphasis within existing departments; possible eventual major
UNIVERSITY OF WASHINGTON	Black American Studies Program	Fall, 1969	Undergraduate major
WASHINGTON UNIVERSITY	Black Studies Program (under consideration)	Fall, 1969 (?)	(?)
WAYNE STATE UNIVERSITY	Black American Studies Program	Fall, 1969	Undergraduate major

Institution	Type of Program	Tentative Date of Implementation	Scope of Program
WELLESLEY COLLEGE	Afro-American Studies Program	1968	Undergraduate major
WESLEYAN UNIVERSITY	Afro-American Institute	Fall, 1969	(?)
WILLIAMS COLLEGE	Afro-American Studies Program (currently being developed)	(?)	(?)
UNIVERSITY OF WISCONSIN (Madison)	Black Studies Department	Fall, 1969	Undergraduate major
UNIVERSITY OF WISCONSIN (Milwaukee)	Afro-American Studies Program	Fall, 1969	No undergraduate major planned at this time
YALE UNIVERSITY	Afro-American Studies Program	Fall, 1969	Undergraduate major

SELECTED COURSES IN AFRO-AMERICAN, AFRICAN, AND ETHNIC STUDIES

Selected Courses in Afro-American Studies

The following courses are among those currently offered or being considered for inclusion in the curricula of American colleges and universities. Only those courses that deal specifically or primarily with Afro-American Studies have been included in the following list. The listing is representative; it is not intended to be exhaustive.

Interdisciplinary Courses in Afro-American Studies

The Black Experience
The Black Man in the Changing American Context
The Afro-American Experience
Black Heritage
The Black American
Images of the Black Man
Patterns of Slavery and Racial Contact
Racism in America
Black and White
Black and White in America: Fact and Distortion
Comparative Ethnic Relations
Racism and Prejudice
Race, Poverty, and Social Reform in Urban America
The Urbanization of the American Negro: Problems and Prospects
The Negro, the Ghetto, and the Riots of the 1960's
Harlem: The Challenge of the Ghetto
The Black Experience and the New Arts
The Afro-American Cultural and Intellectual Tradition
Black Capitalism
Poverty, Race, and Employment
Techniques and Exploratory Models Employed by the Social Science Disciplines in the Study of Poverty

Anthropology

Afro-American Culture
The Cultures of Afro-America
Black Cultures
The Family in Cross-Cultural Perspective
The Black Church in America
The Black Preacher in This Community
The Negro in the New World

Anthropology (Continued)

New World Negro Cultures
Anthropology in Urban Areas
Urban Anthropology
Economic Anthropology
Political Anthropology
Culture and Character
Culture, Contact, and Change
Social and Cultural Change
Cultural Urban Foundations

Art

Afro-American Art
The Black Artist in America
Survey of Afro-American Arts
Black Aesthetics
Man in Black Art

Economics

Black Americans in the American Economy
The Negro in the American Economy, 1950-70
Economics of the Black Community
Black Economics
Economic Experience of the Afro-American
Communalism in Black Business
Employment Problems of the Disadvantaged
Financial Structure of the Ghetto
Economics of the Ghetto
Welfare Economics
Social Welfare and Public Policy
Poverty and Social Welfare
Inequality and Poverty
Economics of Prejudice
Wages and the Labor Market
Social Economics
Urban Economics

Education

Education of the Disadvantaged
Survey of Afro-American Education
Education of the Negro in America
Education of Disadvantaged Youth
Curriculum Innovation for the Disadvantaged

Education (Continued)

Education in the Black Community
Black Power and the Schools
Public Education and Minority Groups in the United States, 1830-1920
Growing Up in the Inner City
The Changing Function of American Education in the City
Education and Urban Politics
School and Community
Social Class, Race, and Education
Issues in Urban Education

Geography

Urban Spatial Patterns and Theories
The Ghetto As a Spatial Form
Historical Geography of Urbanizations
City-Made Man and Man-Made City
Transportation, Diffusion, and Communication
Social Geography
Urban Geography

History

Afro-American History
History of Black America
Race in American History
Race and Nationality in American History
Black Experience in White Society
The Role of Black People in American History
History of American Integration
American Immigrant History (focus on Negroes)
Comparative Study of North and South American Colonial History
Comparative History: Russian Serfdom and American Negro Slavery
Civil War and Reconstruction
Reconstruction and the New Nation
Reconstruction and Race Relations in America
Racism and Reform in the South, 1890-1915
Poverty and Industrial Society Since 1800
Poverty in American History
The Black Experience from the Civil War to the Early Twentieth Century
History of Civil Liberties
History of Black Resistance—From Colonial Times to the Present
History of Afro-American Protest
The Antislavery Movement
Selected Problems in the Study of Negro History
The Negro in Urban America
History of the Third World

History (Continued)

Afro-Americans in the New World
The Negro in the Western Hemisphere
History of the West Indies
Argentina, Brazil, and Cuba
History of Brazil

Language

Survey of Black Dialect
Afro-American Linguistics
Ghetto Language
Language of the Inner City
Related Languages: Spanish, Portuguese, French

Literature

Afro-American Literature
American Black Literature
Black Literature in Modern America
Black American Literature and Its Cultural Roots
Negro Literature and Culture
Black Prose
The Black Novel
Survey of Black Poetry
The Negro Poet in America
Black Drama
Contemporary Afro-American Theatre
Introduction to Afro-American Theatre
Black Perspectives in American Literature
The Image of the Negro in American Literature
The Black Experience in American Literature
Literature of Racial Protest
Literature of Oppression
Creative Writing from an Afro-American Perspective
Studies in Selected Afro-American Authors
American Folklore
Caribbean Literature

Philosophy

Introduction to Afro-American Philosophy
Introduction to Social Ethics
Social Philosophy
Black Social Thinkers
Philosophy of Human Rights
Philosophy of Racial Conflict

Philosophy (Continued)

Black Thought in the Twentieth Century
Afro-American Social Thought

Music

Afro-American Music
Introduction to Afro-American Music
Musical Traditions of Afro-Americans
Black Music in America
Development of Jazz
Jazz Ensemble
American Folk and Popular Music
Folk-Rock Music

Dance

Introduction to Afro-American Dance
African Dance and Its Influences

Political Science

Politics and the Black American
Civil Rights and Black Power
Introduction to Afro-American Politics
Black Politics and Power
Politics of the Urban Ghetto
Politics of Black Americans
Black Power
Political Problems of Afro-Americans
The Black-White Dilemma
Black Political Organizations
Black Urban Politics
The Black Communities: New Strategies
The Politics of Race
The Politics of Integration
Racial and Ethnic Politics in America
Ethnic-Group Voting Patterns
Ethnic-Group Power Blocs
Pressure Groups
Patterns of Minority Politics
Minority-Group Politics in the United States
Community Action Program and Political Power
Urban Politics
Problems in Urban Politics
Problems of Urban Areas
The Politics of Poverty

Political Science (Continued)

The Politics of Poverty and Social Welfare
Poverty and the Law
Racism and the Law
The Supreme Court and Social Welfare
Civil Rights
Civil Liberties in the United States
The Courts and Civil Liberty
Civil Disobedience
Revolt and the Masses
Violence As a Factor in International Domestic Politics

Psychology

Afro-American Psychology
The Black Experience in Contemporary America
Psychological Effects of Racism
Psychology of Prejudice and Racism
Psychology of Oppression and Poverty
Psychology of Prejudice
Clinical Psychology in the Community
Psychology of Black-White Relations
Negro Cultural Adjustment
Psychology in Community Settings
Social Influence and Attitude Change
The Psychology of Attitudes
Psychology of Communications
Race and Social Class in Child Development

Religion

Race, Religion, and Social Change
Religion and Social Change
The Black Church and Religion
Afro-American Contributions to Religion
Black Religion
Religion and Racism
Contemporary Religious Thought (includes the thought of Rev. Martin Luther King)
Religion and Social Responsibility

Sociology

American Racial and Ethnic Groups
Race and Cultural Minorities
Minorities in America
Class and Caste

Sociology (Continued)

Social Stratification and Power
Race and Ethnic Relations in the United States
Ethnic and Status Groups
Race Relations
Intergroup Tensions
Social Psychology of Intergroup Relations
Social Conflict and Social Change
Race and Social Conflict
Problems of Race and Culture: Contact and Conflict
Social Change, Civil Disobedience, and the Revolution
Planning and Administering Social Change
Urban Social Policy
Community Studies
Media and Community
Social Inequality, Race, Class, and Power
The Sociology of Inequality
Intergroup Relations in New York City
Dynamics of Ethnic Intergroup Relations
Black Power and the Civil Rights Movement
Organization of the Black Community
The Black Family
Social History of the Negro in America
Black Sociology
The Black Revolt in America in the 1960's
The American Negro Community
Sociological Aspects of Afro-America
Sociology of Black Nationalism
Black Ideology
Afro-American Social Thought
Subcultures and Social Movements: The Old Ghettos and the New
Cultural Revolution and the New Ethic
Disadvantaged Child in the Urban Setting
Sociocultural View of the Negro Adolescent
Religion and Racism
African Culture and Its Survival in the New World
Sociology of Poverty
Sociology of Medicine
Social Welfare and the Afro-American
Urban Sociology
Social Stratification
Race and Culture
Multiethnic Societies

Speech

Black Rhetoric

Speech (Continued)

The Rhetoric of Social Movements
Development of Afro-American Speech
Culture Patterns of Communications

Miscellaneous

Problems in Culture and Mental Health
Health Problems Among the Poor
Health Education: Afro-Americans and Puerto Rican Genetics
Race and the Law
Legal Problems of Housing
Social Planning for Community Development in Social Welfare
Broadcasting and Social Change
Social Control and the Mass Media
Urban Minority Affairs Reporting

Selected Courses in African Studies

The following selected list of some of the African Studies courses currently offered at American colleges and universities comprises many of those included in the curricula of Afro-American Studies programs. It should be noted that, because there is considerable difference of opinion regarding the degree of emphasis given to African Studies within an Afro-American Studies program, the number and scope of courses on Africa varies widely from one Afro-American Studies program to another.

Anthropology

Ethnology of Africa (also of different regions in Africa)
Traditional African Political Institutions
Peoples and Cultures of Africa (also different regions in Africa)
Social Anthropology of Africa
Social Anthropology and Ethnology: Sub-Saharan Africa, Middle East, and North Africa
Race and Culture Contact in South and Central Africa
Urbanization and Westernization of Developing Societies
Present-Day African Societies
Psychological Anthropology
Psychological Anthropology of a Developing Country: Kenya
Cultural History of the Old World
Primitive Society
Ritual, Symbols, and Behavior

Art

African Art
The Arts in Contemporary Africa
Art and Architecture of Africa
Primitive Art: Africa
Art of Nonliterate Peoples
African, Oceanian, and American Indian Art

Economics

Economic Development of Africa
Economic Problems of Africa
Labor Movements and Labor Problems in Developing Countries: Africa
The Economy of Tropical Africa
Public Finance in Underdeveloped Countries
Economics of Agriculture in Underdeveloped Areas

History

African Prehistory
History of Africa in Precolonial Times
African History to 1880
Emergence of Tropical Africa to 1850
African History Since 1880
Modern Africa Since 1850
Modern African History from Colonialism to Independence
History of Sub-Saharan Africa
History of West Africa (also of East, Central, North, and South Africa)
Literature of African History
History of Africa in the Twentieth Century
History of Islamic Civilization (to 1750)
Colonial History: Africa
Modern Imperialism: Africa
History of Apartheid
Problems of West African Nationalism
The Impact of the West on Africa
The Cultural Dilemma of Modern Africa
African Cultural History

Language

Amharic Arabic
Bantu Linguistics
Hausa
Swahili

Language (Continued)

Twi
Yoruba
Zulu
Elementary Conversational Swahili (noncredit)
African Verbal Art

Literature

Literature of Emerging Black Nations
Contemporary African Novel
Traditional African Literature in Transition
Modern African Literature in Transition
Southern Bantu Literature
Swahili Literature
Modern African Literature
The African Theme
The Literature of Negritude: In French, Poetry and Short Narrative
French Black Poets (African)
Negritude: Poetry and Theatre
African Folklore

Music

African Music
Music Cultures of the World
Music in Nonliterate Societies
Ethnomusicology
African Dance and Drama

Political Science

The Politics of Africa
Government and Politics in Africa (frequently according to region)
African Political Development
African Political Systems
African Political Parties
African Political Change
Politics of French-Speaking Africa
Politics of Contemporary Africa
Nationalism (special attention to the rise of nationalism in Africa)
Tribal New Nations Political Systems of Africa
Traditional African Political Institutions
Foundations of Power in the Afro-Asian World
Pan-Africanism
Africa and World Politics
Comparative Government in French-Speaking Africa

Political Science (Continued)

Politics of Emerging Nations
Third World Politics and Literature
Western and Soviet Impact on Underdeveloped Areas
Political and Administrative Problems in Newly Industrial States
Education and Politics in Developing Countries
The Politics of Modernization

Sociology

African Organizations
Social Structure of African Societies
Social Change and Modernization in Non-Western Societies
Ethnic and Race Relations: A Comparative Perspective
Psychological Bases of Society and Culture
Urbanization in Africa
Problems of Social Development in Africa
Stratification and Pluralism in Africa

Miscellaneous

Education in Africa
Educational Administration in Developing Countries: Africa
Geography of Africa
Regional Geography: Africa
Sub-Saharan Geography
Political Geography
African Law
Modern Africa: Interdisciplinary Approach to Its Study and to Field Work

Selected Courses in Ethnic Studies

The following courses in ethnic studies are among those currently offered or being considered for inclusion in the curricula of American colleges and universities. The listing is representative; it is not intended to be exhaustive.

Puerto Rican Studies

History and Culture of Puerto Rico
The New York Puerto Rican Community
Sociological Aspects of Afro-American and Puerto Rican Life
Teaching the Puerto Rican Child
Puerto Rican Study Program (for teachers)

Latin American Studies

Social Structure in Latin American Countries
Peoples and Cultures of Latin America
Colonial Instructions in Latin America
Colonial, Spanish, and Portuguese America
Folk Cultures of Latin America
History of the Negro in Latin America
Revolution and Leadership in Mexico and Cuba
Multiracial Societies in the Americas (Social History of Indians and Negroes in the New World)
Music of Latin America

Mexican-American Studies

History of Mexico (various periods)
History of Mexican Americans
Mexican Culture and Society
Ethnology of the Mexican American of the Southwest
Mexican-American Social Conditions
Mexican-American Cultural Behavior
Mexican-American Communities
Indians of Middle America
Migration Patterns in the United States
Economics of Mexico
Contemporary Mexico
Contemporary Mexican-United States Relations
Mexican-American Political Thought
Fine Arts of Mexico
Hispanic-American Art
Mexican Literature
The Modern Spanish-American Novel
Mexican Philosophy and Thought
Spanish for Mexican Americans

American Indian Studies

North American Indians
The American Indian
Contemporary North American Indians
Indian Cultures of the Pacific Northwest
History of the Indians of the Upper Great Lakes
Indians of the Southeastern United States
Art of North American Indians
Primitive Art: North America
North American Archaeology
Indian Dance and Sports
Modern Indian Psychology
American Indian Languages

APPENDIXES TO CHAPTER 8

URBAN STUDIES SURVEY LETTER OF INTRODUCTION

Columbia University in the City of New York New York, N. Y. 10027
THE URBAN CENTER 206 LEWISOHN HALL

January 15, 1969

Dear

The Urban Center at Columbia University, established under a Ford Foundation grant, aims to assist the University in broadening its competence in urban and minority affairs, and to explore ways in which the University can be made more relevant and responsive to urban needs.

Among its activities, the Center has launched the Urban Center Curriculum Project under the direction of Dr. Joseph G. Colmen, until recently Deputy Assistant Secretary for Education for the Department of Health, Education and Welfare. This project will review curriculum, research and special service programs relating to urban and minority affairs in order to recommend additions and improvements in these areas to the University.

Because of the limited body of knowledge concerning urban curriculum, we are undertaking a comprehensive survey of courses, programs, and policies relevant to urban studies at major colleges and universities throughout the country. We are seeking information about what courses and programs are being offered, and about their goals. We would like to know, for example, whether the offerings are to prepare students to assume positions in the urban professions; to prepare them for further research and teaching; to sensitize them to the nature and scope of urban problems; etc.

In addition, we would also like to learn what changes have been made in your urban programs and why, and how you would modify your existing programs if resources were readily available. Can you also tell us what factors influence the introduction of new courses in urban studies in your institution, and what relationship exists between urban programs and the different urban communities in your area? We would welcome any printed material that you think would be of interest to us.

Since this letter is only the first stage of the project which must be completed by spring, we request your earliest response. A copy of this section of the final report will be sent to each contributing university. It is our hope that it will be of value to you and your school.

Thank you for your assistance.

Very truly yours,

Franklin H. Williams
Director

URBAN STUDIES SURVEY COLLEGES AND UNIVERSITIES CONTACTED AND RESPONDING

The following is a list of the colleges and universities that responded to requests for information for this survey.

UNIVERSITY OF CHICAGO
Center for Urban Studies

HUNTER COLLEGE
Department of Urban Affairs

UNIVERSITY OF ILLINOIS (CHICAGO CIRCLE)
Center for Urban Studies

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
Department of City and Regional Planning

UNIVERSITY OF PITTSBURGH
Department of Urban Affairs in Graduate School of Public and International Affairs

ST. LOUIS UNIVERSITY
Center for Urban Programs

SARAH LAWRENCE COLLEGE
Institute of Community Studies

SYRACUSE UNIVERSITY
Metropolitan Studies Program, The Maxwell School

TEMPLE UNIVERSITY
Center for Community Studies

VIRGINIA POLYTECHNIC INSTITUTE
Urban and Regional Studies Program in Center for Urban and Regional Studies of College of Architecture

WAYNE STATE UNIVERSITY
Center for Urban Studies

WICHITA STATE UNIVERSITY
Center for Urban Studies

UNIVERSITY OF WISCONSIN (MILWAUKEE)
Department of Urban Affairs

YALE UNIVERSITY
Associate Provost for Urban Studies and Programs

The following institutions were not contacted directly for this portion of the Urban Center Curriculum Project; nevertheless, they sent in information that may have been included in this survey.

BOSTON COLLEGE
Institute of Human Sciences

UNIVERSITY OF CALIFORNIA AT BERKELEY*
Department of City and Regional Planning

UNIVERSITY OF CINCINNATI

DARTMOUTH COLLEGE
City Planning and Urban Studies Program

JOHNS HOPKINS UNIVERSITY
Center for Urban Studies

LEHIGH UNIVERSITY
Center for Business Economics and Urban Studies

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*For these universities, pertinent information was on hand at the start of the project.

UNIVERSITY OF LOUISVILLE
Urban Studies Center

UNIVERSITY OF MARYLAND

JOINT CENTER FOR URBAN STUDIES OF THE MASSACHUSETTS INSTITUTE OF TECHNOLOGY AND HARVARD UNIVERSITY

UNIVERSITY OF OKLAHOMA*
Department of Regional and City Planning

SOUTHERN ILLINOIS UNIVERSITY
Community Development Services

SOUTHERN METHODIST UNIVERSITY
Institute of Urban Studies

UNIVERSITY OF TOLEDO
Urban Studies Center

UNIVERSITY OF WASHINGTON*
Department of Urban Planning in the College of Architecture and Urban Planning

WASHINGTON UNIVERSITY
Institute for Urban and Regional Studies

FIVE COLLEGES OF THE CONNECTICUT RIVER VALLEY

The following colleges and universities, counted on the basis of divisions contacted, did not respond to requests for information.

BROOKLYN COLLEGE
Consultant on Urban Affairs

UNIVERSITY OF CALIFORNIA AT BERKELEY
School of Social Welfare
School of Public Administration

CHEYNEY STATE COLLEGE
Community Service Center

CLEVELAND STATE UNIVERSITY
Institute of Urban Studies

CORNELL UNIVERSITY
Graduate Program in City and Regional Planning

EASTERN WASHINGTON STATE COLLEGE
Institute on Urban and Regional Planning

FEDERAL CITY COLLEGE
Dean of Community Education

FORDHAM UNIVERSITY
Institute for Urban Studies

HARVARD UNIVERSITY
City and Regional Planning in Department of Architecture, and Graduate School of Arts and Sciences

KENT STATE UNIVERSITY
Center for Urban Regionalism

LONG ISLAND UNIVERSITY
Director of Urban Affairs

UNIVERSITY OF MICHIGAN
Program in Public Works Administration in Institute of Public Administration

MICHIGAN STATE UNIVERSITY**
School of Urban Planning

UNIVERSITY OF MISSOURI
Business and Public Administration Research Center

NEW SCHOOL FOR SOCIAL RESEARCH
Center for New York City Affairs

NEW YORK UNIVERSITY
Graduate School of Public Administration

UNIVERSITY OF NORTH CAROLINA**
Department of City and Regional Planning

NORTHWESTERN UNIVERSITY
Urban and Regional Planning

UNIVERSITY OF PENNSYLVANIA
Department of City Planning, Institute of Environmental Studies in Graduate School of Fine Arts, and School of Arts and Sciences

UNIVERSITY OF PITTSBURGH
Graduate School of Social Work

QUEENS COLLEGE
Institute for Community Studies

**Though no responses were received from the divisions contacted, other response was received from these universities.

SACRAMENTO STATE COLLEGE
Center for Community Study and Service

UNIVERSITY OF SOUTHERN CALIFORNIA
Graduate Program in City and Regional Planning, and Institute of Urban Ecology

SOUTHERN CONNECTICUT STATE COLLEGE
Urban Studies and Community Development Program

SOUTHERN ILLINOIS UNIVERSITY
Public Administration and Metropolitan Affairs Program

UNIVERSITY OF WASHINGTON
Center for Urban and Regional Research

WILKES COLLEGE
Institute of Regional Affairs

WISCONSIN STATE UNIVERSITY
Bureau of Urban Affairs

YESHIVA UNIVERSITY
Center for Urban Education in Ferkauf Graduate School of Humanities and Social Science

SELECTED COURSES IN URBAN STUDIES

The following compilation is a representative but not exhaustive listing of the types of courses being offered in the urban studies curriculum in the various schools surveyed.

Interdisciplinary Courses in Urban Studies

Urban Race Dynamics and Community Development
Metropolitan Community Studies
Comparative Urban Development
Seminar: Design of Urban Research
Seminar: The City in Theory and Practice
Joint Seminar in Urban Problems
Field Work in Urban Areas
The Modern City
The Study of Urbanization
Urban Systems Analysis
Policy for Urban Systems
Urban Planning Models
Urban Research Workshop
Urban Studies Seminar
Urban Studies Colloquium

Administrative Science

Management of Municipalities
Urban Financial Administration
Financial Aids for Urban Development
Metropolitan Planning Administration
Citizen Participation for Community Action

Administrative Science (Continued)

Methods of Urban Community Development
Municipal Public Works Administration

Anthropology

Urban Anthropology
Methods of Anthropological Research
The Anthropological Study of Complex Societies
Dynamics of Culture
Peoples of the Caribbean
Comparative Family Structure
Middle American Ethnology
Kinship and Family in Modern America
Modern Society and Culture
Anthropological Studies of Traditional Urban Communities
Industrialization and Social Structure

Business Administration

Principles of Transportation
Advanced Transportation Problems
Urban Transportation
Urban Development Enterprise

City and Regional Planning

Social Factors in Urbanization and Planning
Graphic Analysis and Communication
Community Planning Design
City and Regional Planning
Problems in City Planning
Problems in Urban Design
Problems in Regional Planning
Components of the Urban Environment
Site Planning
Models and the Metropolis
The Urban Transporation Problem
Housing Problems
Urban Landscape
Psychology of the Environment
Metropolitan and Regional Planning in Developing Countries
Urban Settlement, Squatters, and Social Change
Urban Planning and Social Policy
Planning and Poverty
Deliberate Social Change in the Cities
City Structure and Economic Development

City and Regional Planning (Continued)

Theory of the Planning Process
Theory of City Form
Methods of Research in City Planning
Urban Policy Analysis
Urban Information Systems
Metropolitan, Regional, and State Planning
Urban Development Policies
Seminar: Dynamics of Metropolitan Development

Civil Engineering

Fundamentals of Transportation Engineering
Transportation Engineering

Divinity

Ethics and Urban Organization
The Church and Civil Rights
Research Workshop in Social Ethics and Sociology of Religion
Seminar: Social Ethics and Metropolitan Planning
The Churches in Nineteenth-Century American Cities: The Onset of Industrialization
The Churches in Twentieth-Century American Cities: Industrialization and Postindustrial Life
Reading Course: The Novel and the Urban Imagination

Economics

Outlines of Land Economics
Economics of Urban Transportation
Analysis and Appraisal of Development Projects
Economics of Cities and Regions
Urban Policy Analysis
Labor Economics
Location Theory and Economic Growth
Local and Regional Economic Growth
Workshop in Urban and Regional Economics
Local Government Services and Their Financing
The Public Sector and Public Finance
Urban Economics
Real Estate Economics
Urban Development Patterns and Economic Growth
Seminar on Poverty in the United States
Economic Decisions in the Public and Nonprofit Sectors

Education

Education and Social Change
Problems in Urban Speech
Sociology of Education
Education and the Contemporary Social Order
Politics of American Education
Urban Education Politics
The Culturally Disadvantaged Child and the School
Seminar in Urban Elementary Education
Seminar-Practicum for Specialists in Inner-City Schools

Geography

Industrial Locations
Terrain Imagery Evaluation
Urban and Regional Systems
Urban Structure and Circulation
Workshop in Urban and Regional Analysis
Regional Analysis
Urban Geography
Quantitative Methods in Geography

History

Seminar: The City in History
Renaissance Cities
Sociological History of the United States
The Twentieth-Century American City
Race in American History
History of Social Welfare
Colloquium in Urban Cultural History
Seminar: American Urban History
American Urban History to 1870
American Urban History, 1870 to the Present
Problems in Urban History

Law

Civil Rights Law and Community Action
Urban and Regional Development Law
Urban Problems Seminar
Law of Land Use
Urban Legal Systems
Land Transactions
State and Local Taxation

Law (Continued)

Urban Legal Techniques
State and Local Government
Seminar: State Constitutional Revision
Seminar: Law and Urban Problems
Seminar: Problems of the Urban Ghetto
Seminar: Public Regulation of Land
Seminar: Natural Resources
Seminar: Discretionary Justice
Modern Real Estate Transactions

Political Science

Comparative Urban Politics
Seminar: Urban Political Process
Politics of Urban Planning and Land Use
Seminar: Economic Organization in Relation to Political Processes
Seminar: Politics of Welfare
Municipal Government
Urban Political Sociology
Urban Educational Politics
Community Government
Politics of Public Policy
City Politics
Urban Politics
Comparative Local Political Systems
National Planning Practice and Theory
Public Personnel
Public Budgeting
Intergovernmental Relations

Psychology

Dynamics of Social Behavior
Community Mental Health

Real Estate

Real Estate Finance
Seminar in Urban Renewal
Seminar in Housing

Social Welfare

Introduction to Environmental Health
Community Work
Welfare and Social Change

Social Welfare (Continued)

Social Welfare Policy and Services
Administration in Social Welfare
Social Welfare Policy

Sociology

Systems Design and Urban Behavior
The Internal Structure of the City
Urban Sociology
Racial and Cultural Minorities
Negro in America
Industrial Sociology
Sociological Classes in Modern American Society
Sociological Disorganization
Social Stratification
Sociology of Poverty
Modern Society and Culture
Race and Ethnic Relations
Deviant Behavior
The Study of Population
Human Ecology and Community Study
Labor Force
Sociological Aspects of the City and Metropolis
Seminar: Community Structure and Decision-Making
Complex Organizations
Urban Structure and Social Process
Seminar on Urban Social Structure
Seminar on Simulation of Large-Scale Social Systems

APPENDIXES TO CHAPTER 10

THE INHABITANTS OF COLUMBIA

An attempt was made to estimate the number of humans who inhabit and interact within and among the complex administrative units of Columbia University, for the Columbia campus, on any working day, is the central point in the lives of more than 50,000 people, including those who work in the neighborhood.

As of July 1, 1967, the population of the Columbia Corporation (i.e., excluding the affiliates and the Summer Session), was as follows:

Columbia University Corporation Estimated Population (1967)

Teaching Staff	4,183
Administrative Staff	570
Librarians	135
Supporting Staff	5,405
Students	17,545 (10,977 full-time; 6,568 part-time)

Summer Session Estimated Population

Students	4,847

Identical breakdowns for the affiliate institutions are as follows:

Teachers College Estimated Population (1968-69)

Teaching Staff	416 (including part-time instructors, visiting adjunct course assistants)
Administrative Staff	463 (full- and part-time)
Librarians	22
Supporting Staff	483 (full- and part-time)
Students	5,679 (2,222 full-time; 3,457 part-time) (Summer Session: 3,246)

Barnard College Estimated Population (1968-69)

Teaching Staff	209 (119 full-time; 90 part-time)
Administrative Staff	53
Librarians	6
Supporting Staff	244
Students	1,900

College of Pharmaceutical Sciences Estimated Population (1968-69)

Teaching Staff	50
Administrative Staff	7
Librarians	1
Supporting Staff	18
Students	313 (undergraduates) 65 (graduates)

Union Theological Seminary Estimated Population (1968-69)

Teaching Staff	90 (41 full-time; 49 part-time; including lecturers, visiting adjunct course assistants)
Administrative Staff	15
Librarians	17
Supporting Staff	150 (full- and part-time)
Students	661 (including 81 joint degrees with university)

DEPARTMENTS OF THE COLUMBIA UNIVERSITY CORPORATION

Bearing in mind that each of the seventy departments of instruction within the Corporation is headed by a dean or chairman, one need do little more than list the names of the departments to exemplify further the complexity of the administrative organization at Columbia. Listed alphabetically, there are the departments of:

Anatomy
Anesthesiology
Anthropology
Architecture
Art History and Archaeology
Biochemistry
Biological Sciences
Business
Chemical Engineering
Chemistry
Civil Engineering and Engineering Mechanics
Dental and Oral Surgery
Dermatology
Dramatic Arts
East Asian Languages and Cultures
Economics
Electrical Engineering
English and Comparative Literature
French and Romance Philology
Geography
Geology
Germanic Languages
Graphics
Greek and Latin

History
Industrial and Management Engineering
International Affairs
Italian
Journalism
Law
Library Service
Linguistics
Mathematical Statistics
Mathematics
Mechanical Engineering
Medicine
Microbiology
Middle East Languages and Cultures
Mining, Metallurgical and Mineral Engineering
Music
Naval Science
Neurological Surgery
Neurology
Nursing
Obstetrics and Gynecology
Ophthalmology
Orthopedic Surgery
Otolaryngology
Painting and Sculpture
Pathology
Pediatrics
Pharmacology
Philosophy
Physical Education and Intercollegiate Athletics
Physics
Physiology
Psychiatry
Psychology
Public Health and Administrative Medicine
Public Law and Government
Radiology
Rehabilitation Medicine
Religion
Slavic Languages
Social Psychology
Social Work
Sociology
Spanish and Portuguese
Surgery
Urology

INSTITUTES, CENTERS, PROGRAMS, AND PROJECTS OF THE COLUMBIA UNIVERSITY CORPORATION

Additional administrative units within the Columbia Corporation include the many institutes, programs, centers, and projects of Columbia University, all of which are headed by a director and most of which share faculty with the departments within the Corporation and with those of the affiliates. In addition to the following, there are additional such units within each of the affiliates that, because of space, have not been included here.

African Law Center
Institute of African Studies
American Assembly
American Press Institute
Bureau of Applied Social Research
Center for Research and Education in American Liberties
Columbia-Princeton Electronic Music Center
Columbia Radiation Laboratory
Columbia Scholastic Press Association
Columbia University Project for Effective Justice
Research Institute on Communist Affairs
Computer Center
Conservation of Human Resources Project
Council for Research in Social Sciences
East Asian Institute
Institute on East Central Europe
Economics Research Center
Electronics Research Laboratories
European Institute
Project on European Legal Institutions
Institute of Flight Structures
Foreign Student Center
Heat and Mass Transfer Laboratories
Hudson Laboratories
Research Program on International Economic Integration
International Fellows Program
International Institute for the Study of Human Reproduction
Research Program on International Organization
Project on International Procedure
Center of Israel and Jewish Studies
Lamont Geological Observatory
Language Laboratory
Institute of Latin American Studies
Legislative Drafting Research Fund
Research Project on Men and Politics in Modern China

Middle East Institute
Ming Biographical History Project
Nevis Laboratories
Institute of Nutrition Sciences
Oral History Research Office
Parkinson's Disease Research and Information Center
Russian Institute
Institute for the Study of Science in Human Affairs
The Urban Center
Institute of Urban Environment
Institute of War and Peace Studies

DIVISIONS AND DEPARTMENTS OF THE AFFILIATES

As in the schools and colleges of the Columbia Corporation, in each of the affiliated institutions there are administrative units of instruction usually categorized along subject-matter or discipline lines.

Teachers College. At Teachers College, there are five instructional divisions, each of which has its own chairman and within which are housed nineteen departments, again with their own chairman.

Division of Philosophy, the Social Sciences, and Education

- Department of Philosophy and the Social Sciences

Division of Psychology and Education

- Department of Psychology
- Department of Speech Pathology and Audiology

Division of Educational Institutions and Programs

- Department of Education Administration
- Department of Higher and Adult Education
- Department of Curriculum and Teaching
- Department of Guidance
- Department of Special Education
- Department of Home and Family Life

In addition, within this division there are two interdepartmental programs:

- Program in International Educational Development
- Program in Recreation and Related Community Service

Division of Instruction

Department of Social Studies
Department of Business Education
Department of Languages, Literature, Speech, and Theatre
Department of Music and Music Education
Department of Art and Education
Department of Physical Education
Department of Mathematical Education
Department of Science Education

Division of Health Services, Sciences, and Education

Department of Nursing Education
Department of Health Education

This division also houses the Program in Nutrition.

In addition, there are numerous centers, institutes, and programs at Teachers College, some of which were previously enumerated along with those in the Columbia Corporation.

Barnard College. At Barnard College, there are twenty-seven departments and six interdepartmental offerings, as follows:

Anthropology
Art History
Biological Sciences
Chemistry
Drama
Economics
Education
English
French
Geology and Geography
German
Government
Greek and Latin
History
Italian
Linguistics
Mathematics
Music
Oriental Studies
Philosophy
Physical Education
Physics
Psychology

Religion
Russian
Sociology
Spanish

Interdepartmental Offerings:

- Foreign Area Studies
- American Studies
- British Civilization
- Conservation of Natural Resources
- Medieval and Renaissance Studies
- Urban Studies (September, 1969)

College of Pharmacy. To minimize confusion with the departments in Graduate Faculties, the units of academic instruction at the College of Pharmaceutical Sciences are called divisions rather than departments. There are five such divisions:

- Chemistry
- Administrative Pharmacy
- General Education
- Biological Sciences and Pharmacology
- Pharmaceutics

Union Theological Seminary. The four administrative units at Union Theological Seminary are called fields of study:

- The Biblical Field
- The Historical Field
- The Theological Field
- The Practical Field

APPENDIXES TO CHAPTER 11

RECOMMENDED EXISTENT COURSES FOR A MAJOR IN AFRO-AMERICAN STUDIES

Department	*Course Title*
(1) Afro-American Civilizations	*Introduction to the History and Culture of the Black Man in Africa and the Americas* (1) Culture and political organization in Western Africa; Atlantic slave trade; New World societies and the nature of the black contribution to them; significance of cultural persistence; black protest movements and revolts; abolition of slave trade; emancipation. (2) The Black American since 1863; rural South and urban ghettos in the United States; Caribbean and Brazilian Afro-American societies; Pan-Africanism; African nationalism and decolonization; trans-Atlantic cultural, regional, educational, and political cross-fertilizations; the black identity.
(2) Anthropology	*Peoples of Africa* Survey of African cultures, with intensive analysis of selected tribes and regions.
(3) Anthropology	*Problems in Developing Countries* Analysis and comparison of political and social problems in developing countries, with special reference to Africa.
(4) Anthropology	*Culture and Society in the Caribbean*
(5) Anthropology	*The Cultures of Contemporary Brazil* Contribution of the Indian, the Negro, and the Portuguese to Brazilian culture; race relations, class structure, social institutions, and regional folk cultures of modern Brazil.
(6) Anthropology	*The Ethnology of Negro Africa* Survey of past and present of indigenous African institutions south of the Sahara; problems arising out of culture contact with Europe.

Department	*Course Title*
(7) Anthropology	*Prehistory of Africa*
(8) Art History-Music	*African Arts and Music* Traditional and contemporary art and music of sub-Saharan Africa in various cultural settings; art of the dance.
(9) School of the Arts	*Dynamics of Black Culture in the United States* Black literature, music, art, theater, religion, fraternal organizations, education, business; African history and the Afro-American.
(10) Economics	*Economic Organization and Development in Sub-Saharan Africa* Structure and behavior of sub-Saharan economies; subsistence economies, labor migration, capital formation, and economic motivation in relation to the factors crucial for economic development.
(11) Education	*American Culture and Education* Orientation to American culture and education, designed for foreign students; lectures on race and American education; visits to ghetto schools.
(12) Education	*The Black Experience* Introduction to study of black history, culture, and political economics in United States, with particular concern for sensitizing students to significance of this field of study and its relevance to education; focus of course informational as well as experiential.
(13) Education	*American Negro Literature* Short stories, novels, poems, and essays written by American Negroes; emphasis on literary quality of works and their relationship to American culture.
(14) Education	*The Black Experience II*

Department	*Course Title*
	Systematic approach to Afro-American Studies from point of view of a major discipline (e.g., history, cultural anthropology, economics, political science); intermediate-level course with particular concern for developing depth of understanding in one domain of field; special attention to identification of primary and secondary sources of information; disciplinary focus depends upon instructor.
(15) Education	*Materials, Methods, and Resources in Afro-American Studies* Review of materials and methods available for use in Afro-American Studies in schools and institutions of higher education; identification and generation of primary and secondary sources of material; orientation to resource centers and personnel; strategies in course development and implementation. Section I—elementary education Section II—secondary education Section III—higher education
(16) Education	*Seminar in Afro-American Studies* Colloquium in analysis of research, situational and theoretical information relevant to the fields of Afro-American history, culture, and political economics; students are encouraged to pursue in-depth study of single area while establishing broad sophistication in total area.
(17) Education	*Seminar in Applied Afro-American Studies* Advanced research course; each term, focus of seminar on some particular topic pertinent to educators and other specialists who intend to work in black communities, such as compensatory education for black children—a review of existing programs and formulation of new models or research designs—or concepts of cultural deprivation—their validity and usefulness.
(18) Geography	*Urban Geography*

Department	*Course Title*
(19) Geography	*African Economic Geography*
	Systematic approach to geography of Africa, with emphasis on topics relating to economic development, opportunities, and limitations in each of the productive sectors; infrastructural problems; African demography, migration, and urbanization.
(20) History	*American Urban History*
(21) History	*History of Africa*
	History of African continent from earliest times to present.
(22) History	*History of East and Central Africa*
	Main themes from early to modern times, including development of states, trade, responses to colonial rule and industrial demands, and emergence of various forms of nationalism.
(23) History	*History of Western Africa*
(24) History	*Religious Influences in Modern African History*
(25) History	*Colonialism in East Africa*
(26) History	*Afro-American History*
	History of the Black American and of race relations from slavery to present day; topics include African background, slave trade, slavery in the United States and other countries of Western hemisphere, Black abolitionism, Afro-Americans in Civil War and Reconstruction, rise of Jim Crow in South, Booker T. Washington-W. E. B. DuBois controversy, rise of urban ghetto, modern civil rights, and nationalist movements.
(27) History	*Seminar in the Civil War and Reconstruction*
	Readings and research in social, economic, political, and military affairs of United States before, during, and after Civil War.

Department	*Course Title*
(28) History	*Seminar in Topics of Afro-American History* Readings and research, focusing on history of black labor and black politics in America, including such topics as origins and development of slavery, Reconstruction, and blacks and the labor movement.
(29) History	*Colloquium on Black Urban America* Critical examination of main body of literature dealing with political, economic, and cultural life of black urban America.
(30) Human Development	*The Development and Organization of Black Family Life in America* Psychodynamic approach to contemporary black family organization in America; African tradition, slave status, and institutional racism considered in relation to current family structure.
(31) Political Science	*Colloquium on Political Thought and Action of Black Americans* Studies in development of political culture and organization of Black Americans in nineteenth to twentieth centuries.
(32) Political Science	*Black Politics in America* Forms, functions, and philosophies of black politics in American political system; patterns of demand and response in political process.
(33) Political Science	*Seminar in Urban and Race Politics*
(34) Sociology	*Minorities in American Life* Roles and positions of ethnic minorities in American society; relations between minority and majority groups explored in terms of attitudinal, economic, cultural, and political discussions as they exist, have existed, and are changing.

Department	*Course Titles*
(35) Sociology	*Social Structure of the Middle East and North Africa* Emergence of basic institutions and patterns of change in medieval Middle East; adaptation of traditional Islamic institutions to colonial domination and problems of nation-building in modern Morocco, Algeria, and Tunisia.
(36) Sociology	*Black Americans in the 20th Century* Patterns of interaction between Black Americans and white society from founding of NAACP and death of Martin Luther King.

SUGGESTIONS FOR ADDITIONAL COURSES IN AFRO-AMERICAN STUDIES

The construction and addition of the following courses as soon as possible would strengthen the existing offerings for an undergraduate major in Afro-American Studies:

Anthropology

Black Cultures in the New World or the Black Man in the Americas
Survival of Africanisms in the New World

Art

The Black Artist in the Americas
Survey of Afro-American Arts

Economics

The Black American in the American Economy or the Economic Experience of the Afro-American
Economics of the Ghetto or Employment Problems of Disadvantaged Blacks
Welfare Economics
The Politics of Poverty

Education

- History of the Negro Colleges
- Education of the Disadvantaged
- History of Afro-American Education 1800-1970

Geography

- The Black Population in the United States: Distribution and Mobility

History

- The Antislavery Movements in the New World
- History of the West Indies
- The Afro-American in Urban America
- Race in American History
- Pan-African Movements Spanning the Atlantic
- Slavery in Latin America

Law

- Racism and the Law
- The Black Man, the Law, and the Courts
- The Supreme Court and Civil Rights

Linguistics

- Survey of Black Dialects in the New World
- Language of the Inner City

Literature

- Introduction to Afro-American Theater
- Caribbean Literature
- Black Writers

Philosophy

- Black Thought in White America

Political Science

- The History of Black Americans and the Political Process

Music

- Afro-American Music
- Black Music Patterns Around the World

Dance

Introduction to Afro-American Dance

Psychology

Psychological Effects of Racism on Black and White Americans
The Psychological Experience of Blacks in America

Religion

Religion and Social Responsibility
The Christian Church and the Black Experience

Experiential Learning Opportunities

Summer Semester in a Predominantly Black Country
Service in a Community Action Program or a City Agency That Serves the Black and Puerto Rican Communities
A Semester in a Predominantly Black College
Tutorial Programs in the Black and Puerto Rican Communities
Participation in the Collegium As Outlined in the Recommendations

A SUGGESTED MODEL FOR AN UNDERGRADUATE MAJOR IN URBAN STUDIES

Attempts have been made to keep as closely as possible to present Columbia College requirements for liberal arts undergraduates; relevant substitutions for required courses have been suggested, where appropriate.

FRESHMAN YEAR

FIRST SEMESTER

*The Modern City, using New York as a laboratory
A language relevant to urban studies
American Urban History
The Community
The Black Experience

SECOND SEMESTER

Introduction to Urban Studies
A language relevant to urban studies

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*Courses to be developed.

SECOND SEMESTER (Continued)

American Urban History
English
*Socioesthetics

SOPHOMORE YEAR

FIRST SEMESTER

Environmental Sciences with special attention to ecology of urban environments
A language relevant to urban studies
Evolution of Cities
Seminar in Urban Problems
*American Intercultural Relations

INTERSESSION (Four Weeks)

Social analysis of an urban community

SECOND SEMESTER

Special Justice and American Reality
Ethnomusicology
A language relevant to urban studies
Environmental Sciences
Comparative Urban Systems

JUNIOR YEAR

FIRST SEMESTER

*Statistics in Urban Studies: Surveys
Politics of Public Policy
The Urban Economy
*Psychology of Prejudice
Seminar in Urban Problems
Interdisciplinary Research Workshop

INTERSESSION (Four Weeks)

SECOND SEMESTER

City Planning
Social Change

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*Courses to be developed.

SECOND SEMESTER (Continued)

*Cultural Foundations of Urban Life
Seminar in Urban Problems (conducted by students)
*Strategies and Models for Study of Urban Problems

SUMMER

Service at governmental level in programs concerned with urban social or community change.

Note: Collegium of the City may replace Junior Year program described above.

SENIOR YEAR

Students may wish to devise programs around broad special interests related to urban studies, as, for example, in urban behavioral sciences or urban policy and planning. Considerable flexibility would be permitted in devising academic programs in senior (and, in the case of a five-year bachelor's-master's program, fifth-year) programs. It is still strongly recommended, however, that students gain broadest experience in all relevant disciplines and professions. Listed below are courses that students might take with a broad area of specialization:

Urban Behavioral Sciences

*Behavioral Sciences in Urban Society
Social Change and Modernization
*Psychology of Correlates of Disadvantagement
Social Structure of the Urban Community
Conflict Resolution
Community Organization (Social Work I-IV)
Research and Social Policy
Community Psychology
New Directions in Urban Education
Seminar: Urbanism and Education

Urban Policy and Planning

Seminar in Modern City Planning
Systems Analysis in Urban Planning
*Social Ethics
*The Congress and the Cities

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*Courses to be developed.

Urban Policy and Planning (Continued)

The Politics of Social Welfare
Principles of Urban Design Theory
Law for the Poor in an Affluent Society
*Research Methods in Public Policy Formulation
*Manpower Strategy in the Metropolis
Analysis of Urban Social Systems
Poverty As a Force for Social Policy
*Case Studies in Urban Management
*Program-Planning-Budgeting for Urban Policy
*Taxation in Urban Government
*Organizational Theory

Note: (1) The Senior Colloquium will be required each semester.
(2) The Intersession will follow the Architecture "studies" approach, requiring design of a research program on selected topics.

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*Courses to be developed.

ABOUT THE CONTRIBUTORS

JOSEPH G. COLMEN was Director of the Urban Center Curriculum Project of Columbia University. He is currently President, Education and Public Affairs, Washington, D.C. In a former position, as Deputy Assistant Secretary for Education, U.S. Department of Health, Education, and Welfare, under John Gardner, he served on special task forces and committees dealing with manpower training, the Teacher Corps, the financing of higher education, the education of the disadvantaged, and the development of professional and paraprofessional educational personnel. For his work in this position, he received the Secretary's special citation for leadership in education.

Previously, Dr. Colmen served in a number of executive positions related to the establishment of the Peace Corps, including those concerned with the selection of volunteers, research and planning, and evaluation.

Dr. Colmen's work has been published in various psychology and education journals, including the *Journal of Applied Psychology* and the *Annals of the American Academy of Political and Social Science.*

He received his B.S. from the College of the City of New York, his M.S. from Columbia University, and his Ph.D. from American University. He is certified as a psychologist by the Maryland State Board of Examiners in Psychology.

BARBARA A. WHEELER was Assistant Director of the Urban Center Curriculum Project of Columbia University. Mrs. Wheeler is currently Staff Associate in Urban and Ethnic Affairs, Urban Center, Columbia University. She is a member of the Columbia faculty and teaches a course at Teachers College entitled "The Black Experience."

Mrs. Wheeler came to Columbia University in 1965 as a graduate student in the School of International Affairs, where she concentrated in African Studies. Upon receipt of the master's degree in 1967, she matriculated into a newly constructed doctoral program in international educational curriculum development at Teachers College and is currently writing her dissertation on "The Politics of Curriculum Development: Curricular Strategies and Rates of Adoption for Black Studies Programs at Selected American Universities."

Mrs. Wheeler received her bachelor's degree from the University of Maryland and has studied in Europe, East Africa, and the Caribbean.

WILFRED CARTEY was Senior Consultant of the Urban Center Curriculum Project of Columbia University. He is currently Adjunct Professor of Comparative Literature at the African Studies Institute, Columbia University, and Professor of Comparative Literature at the City College of New York. In 1967, he was Visiting Scholar at the University of Legon, Ghana.

Dr. Cartey lectures and writes on African and Black culture and contributes to numerous journals and magazines here and abroad. In addition, he has been literary editor of *African Forum.* He is the author of *West Indies: Islands in the Sun* and *Whispers from a Continent: Writings from Contemporary Black Africa*, published in 1967 and 1968, and co-editor of *African Reader: Colonial Africa* and *African Reader: Independent Africa*, published in 1970.

Dr. Cartey, born in Port of Spain, Trinidad, was graduated from University College of the West Indies in Jamaica and holds a master's degree and Ph.D. from Columbia University. Having been awarded a Fulbright Travel Grant, Dr. Cartey also studied Afro-Antillian and Latin American Literature in South America and Puerto Rico between 1955 and 1959.

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